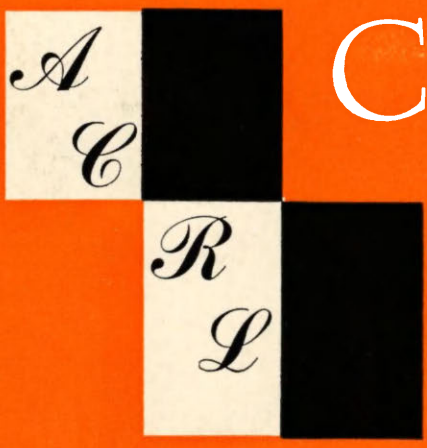

College and Research Libraries

September 1956

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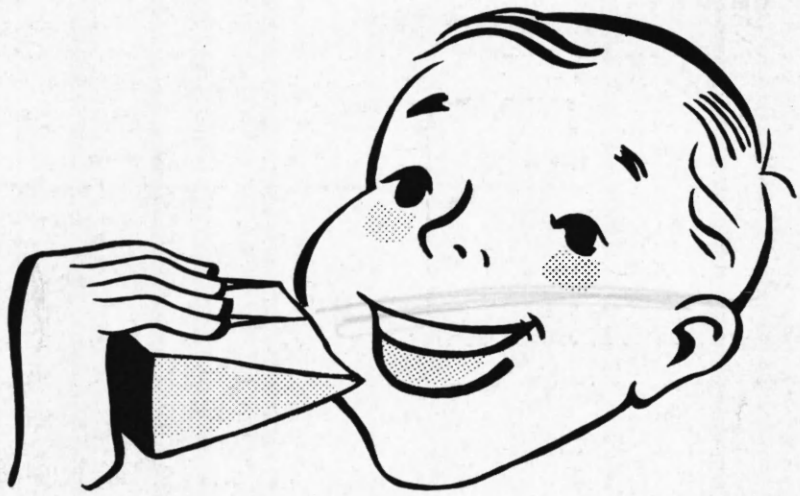

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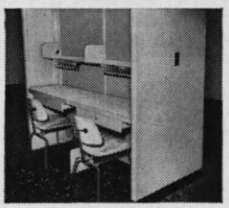

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L. J. L.

COLLEGE AND RESEARCH LIBRARIES

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College and Research Libraries

Contents

September, 1956

Volume 17, Number 5

By PAUL WASSERMAN and STEPHEN A. McCARTHY

On Developing an Administration Library for a Foreign University

THIS IS A CASE STUDY of the development of a specialized library for a foreign university by an American university library. While the incidence of such developments is decidedly on the rise, to this date there has been nothing in the literature to document such an experience. Even though the project under discussion was one of limited size, details of its planning, procedure and administration may be of relevance to others engaged in similar ventures.

Most library developments in special subject fields for foreign universities tend to be relatively minor parts of larger, more comprehensive technical assistance programs. The Cornell experience is perhaps unique in that the library development is the only part of a larger master plan which has thus far been undertaken.

Cornell University's relationship with Indonesia can be traced back over a long period during which it has become a leading center for Southeast Asia studies. In the winter of 1954, at the request of the government of Indonesia, Dean Edward H. Litchfield and Professor Alan C. Rankin of Cornell's Graduate School of Business and Public Administration visited Indonesia and conducted an exhaustive study of public administration in that country. Based upon this survey, a full-scale blueprint for the development of a formal public administration training program for Indonesia was subsequently prepared. This plan comprised a series of projects; Project I of the eight part program called for the development of administration libraries for Indonesian universities. The purposes of the library project were: (1) to provide four Indonesian universities with books and papers in administrative sciences generally and in public administration specifically, and to supplement the administration materials with basic reference works in the related disciplines of political science, sociology, economics and social psychology; (2) to train Indonesian librarians to direct the libraries thus established.

Because the entire public administration training program was designed to be financed by several different agencies—including the United States government, two international organizations, a private foundation and the Indonesian government—each of which was to assume financial responsibility for a different part, it was possible for any one of the separate projects to be independently activated. Up to the present time only the first phase of the library project—the development of a core collection for the University of Indonesia at Djakarta—has been carried out. The account which follows is a factual summary of the sequence of events while this collection was being developed.

Mr. Wasserman is librarian and assistant professor, Graduate School of Business and Public Administration, Cornell University; Dr. McCarthy is director of libraries, Cornell University.

PRELUDE TO THE FORMAL CONTRACT

Discussion of the proposed library project between administrative officers of the Graduate School of Business and Public Administration and university library officials began in the spring of 1954. Since the library of the school func-

tions as one department within the network of university libraries, and relies upon central facilities for its acquisition and preparation processes, it was apparent that the planning group should include university library officers as well as school and school library representation.

At this early planning stage, long before an actual contract was being proposed, preliminary estimates were drawn up by library officers covering rough average costs of acquisition and cataloging, and a general approximation of shipping charges. As detailed hereafter, considerably more attention was focused upon the method of classification which would be used in the projected program.

During 1953, Mr. A. G. W. Dunningham, a British librarian, had conducted a survey of libraries in ten provinces in Indonesia. Based upon this study, the surveyor drew up a recommended plan for the implementation of a national pattern of library service in Indonesia.

While in Indonesia, during discussions with Mr. Dunningham, Professor Rankin had learned that Dunningham favored the general adoption of the Brussels expansion of the Universal Decimal Classification for Indonesian libraries. At Cornell the Library of Congress Classification is used. Classification of books by a modified UDC plan would have been more time consuming than the use of a familiar classification scheme, and would undoubtedly have raised preparation costs considerably, and resulted in curtailed acquisitions. After discussion of the issue it was agreed that a reasonable compromise would be the use of the Dewey Decimal Classification. The Dewey scheme was selected for several reasons. First, it was felt that the Dewey numbers could always be expanded to UDC at a later stage if the latter classification scheme proved to be indispensable. (Examination of Mr. Dunningham's report failed to disclose that many libraries in Indonesia were using the UDC. As a matter of fact, virtually every library described in the report was depicted as an unclassified, closed stack collection arranged either by size or by acquisition number.) Second, it was felt that while the use of the Library of Congress classification might subtly suggest American government control to a sensitive foreigner, there could be no such criticism of Dewey. Further, it would be possible to follow standard procedures in classifying by Dewey in that Library of Congress cards could be used and the suggested Dewey classification numbers employed.

It was also decided that even though there was no university union catalog at any of the Indonesian universities nor a national union catalog in existence at the time, it would be advisable to provide a card for each of the two in addition to a full set of catalog cards and a shelf-list card for every title acquired. It was also agreed that the cards would be filed in a single dictionary alphabet arrangement.

During this early planning stage, several attempts were made to learn what experiences others had had with similar programs. Other universities known to have carried out similar projects, or those which were at that time engaged in such ventures, were able to provide no detailed information about their programs, planning or cost determination. There were therefore no yardsticks to apply nor any guideposts to aid in planning the proposed project.

Negotiating the Contract

There were no further developments until the winter of 1955. At this time the United States Foreign Operations Administration (later changed to the International Cooperation Administration and hereafter referred to as ICA) tendered to Cornell University a contract in the amount of $9,000 in order to acquire, process and ship a "complete library" of public administration to the University of Indonesia at Djakarta. The contract sum included an allowance of $1,500 to

cover miscellaneous university overhead expenses. The balance of $7,500 was to pay for all direct costs including labor, books, catalog case and shipping charges.

Several contract provisions were subject to question. Following discussions among the principals, the office of the university Vice-President for Research was advised to attempt to negotiate these difficulties before signing the contract. Clarification was sought for the stipulation that a "complete library" be provided, since it was apparent that a total expenditure of $7,500 would result in a collection of little more than 1,000 volumes, hardly a "complete collection" in any sense of the term. The contract also called for delivery of materials in Djakarta within six months after the effective date of signing the contract. While assurances could be given that materials would be shipped before the end of the six-months period, it was strongly felt that under no circumstances could Cornell ensure delivery in Indonesia by any specified time. Following negotiations between Washington and Cornell's Vice-President for Research, it was agreed that "complete library" would mean only that the collection would be complete within the financial limitations of the contract, and that having the shipment on board a vessel by the end of the six-month period would be satisfactory to the ICA officials.

Another point at issue was the method of payment to the university under the terms of the contract. Certain elements could be easily recorded. The cost of materials (books, catalog cards and catalog case) and shipping charges could be exactly recorded in dollar amounts. Personnel costs could not be so exactly measured. ICA required a detailed hourly payroll record for every person directly engaged in the project. As an alternative, the university library proposed a unit price based on average costs for acquisition, cataloging and processing in the preceding year. This proposal was rejected by ICA and the university was required to accept the hourly payroll method of determining personnel costs.

Carrying Out the Contract

The contract was formally enacted on September 30, 1955. Cornell University agreed to develop and ship the library to Indonesia before the end of the six-month period ending March 30, 1956. The plan called for the selection of materials to be made by the librarian of the Graduate School of Business and Public Administration, with the guidance of the school's faculty, and for the acquisition, processing and shipping to be handled by the university library. The university library was, in effect, subcontractor to the school and agreed to maintain records for and controls over the entire operation.

Book Selection

Selection of materials was actually begun several months before the contract was officially enacted. This was both an advantage and a disadvantage. Under the terms of the contract there could be no compensation for work done prior to the contract enactment date. However, since the largest part of the selection had been done before the contract date it was possible to launch the acquisition program immediately and thus have the use of the full contract period for the technical aspects of the program.

An early check had revealed that there was no ready-made list of in-print materials in the fields which the collection was to cover which could be used as the basis for book selection. A random selection, after including a discount calculation of 15-20 per cent, suggested a rough average book cost of $3.33. Considering the probable acquisition, preparation and shipping costs, it was estimated that the total collection would run to about 1,000 titles.

The principal difficulty encountered in

the preparation of the buying list was the need to confine selection to titles which were in print and available from publishers within a reasonably short period. Because of the limited finances, it was also important that materials covering all of the major areas of administrative activity, and including the tangent disciplines of psychology, sociology, economics and anthropology, be represented in the collection. Another requisite of the selection process was the need to provide comparative materials; that is, works dealing with institutions and ideas identified with countries other than the United States. This was an important factor if the collection was to have the appearance of something more than an exclusively American product. It was imperative also to make the collection a blend of the practical as well as theoretical, the elementary as well as advanced, since the range of users would be likely to include the practitioner and professor, the unsophisticated as well as the seasoned administrator. Finally, it was extremely important that sample and illustrative materials, such as charters, codes, budgets, governmental reports, commission studies and other representative materials on, about and by agencies of the major levels of government—national, state, county and local—be included. To achieve these many objectives made for an extremely challenging assignment.

The method used in selecting materials consisted of reviewing recent bibliographies, considering catalogs of professional societies in public and business administration and consulting with faculty members expert in the substantive areas of administration. Before ordering any title it was checked against *Books in Print*. Included in the collection also, were relevant government documents, key periodical sets covering the period of 1950 to the end of 1955 which were available from the original publishers or from dealers, and appropriate bibliographic and index tools.

Administration of the Project

When the unit cost proposal for acquisition, cataloging and processing was rejected by the ICA, a tentative personnel budget on a payroll basis was prepared. The plan was designed so that the operation would take place with approximately one-half of the project to be carried out during regular working hours and the other half as an overtime operation. In preparing this estimate, department heads were instructed to limit work on the project to a relatively small number of staff members so that payroll records could be held to a minimum. After the tentative budget was approved, the contract was signed. The university auditor's office thereupon set up a contract account with its own account number and with the total amount of the contract as a credit item against which expenditures were to be made. At this point the project was begun.

In planning the actual work of purchasing, receiving, cataloging and processing, procedures for this special project were set up separate from, but parallel to, the library's own acquisition, cataloging, and processing procedures. Standard library forms, clearly marked as belonging to the Indonesian project, were used through most of the processing. After bibliographical searching, orders were dispatched to publishers and dealers with a special covering order letter which requested that the material ordered be shipped as separate items, be billed on separate invoices and be identified as belonging to the Indonesian Project. For the most part publishers and dealers followed instructions and both material and invoices could be readily identified when received. In a number of instances, however, separate invoices had to be requested a second time. Upon receipt, parcels were allowed to accumulate until a reasonable number had been received. They were then opened and the materials passed through the invoice

checking stage. At this point each item was marked with a special flyer and given a special serial number. This serial number was also recorded on one copy of the multiple order form and these slips were filed in numerical order.

Library of Congress catalog cards were ordered for all items for which they were available. Cards were not ordered at the time of ordering the books since it was recognized that many of the titles might not be immediately available and order instructions included automatic cancellation if a publication could not be supplied immediately.

Prior to the actual ordering of catalog cards it had been determined by correspondence with the Library of Congress Card Division that catalog cards for such a government project would be available at a reduced price. A special number was assigned to identify orders for catalog cards which were to be used in this project. Books were held until the catalog cards had been received from the Library of Congress, and then the books and cards were forwarded to catalogers. Books were grouped so that they would represent approximately a one-half day work load for an individual cataloger. Following cataloging, classification and revision, the books were again allowed to accumulate in lots and were then marked and labeled. Upon completion of processing the books were assembled on specially designated shelves, sets of catalog cards were allowed to accumulate as a separate group and then cards and books were matched for checking. The final check prior to packing for shipment came when individual books were compared to the item numbers assigned to them when they were originally started through the acquisition process.

Special forms were prepared for the use of the individual staff members in recording regular time and overtime Two payrolls were prepared each month, one covering regular time, the other overtime. These payrolls were submitted to the university auditor's office and charged to the special contract account.

Under the terms of the contract, there was to be compensation only for work directly connected with the project; supervisory services, planning and over-all direction were not compensable. The rate of payment for each employee was based upon the individual's annual salary translated into an hourly amount. Payment for overtime was made directly to the individual staff members; payment for regular time was credited to the university's salary recovery account and may be transferred to the university library budget at a later date.

Problems and Difficulties

The element of greatest uncertainty and the cause of most concern was the difficulty of estimating the cost of publications and the cost of personal services. The object, of course, was to use all of the contract funds and at the same time to avoid exceeding them. Experience here indicates the desirability of selecting more material at the outset than can apparently be purchased. Purchases must then be budgeted against the original estimates and a careful review must be made of the cost of the publications as they are received and the payroll costs which result after their acquisition. Since discounts are inconsistent and rather unpredictable, and since, to a certain extent, the availability of material can only be determined by placing an order, it becomes necessary as the project proceeds to place additional orders in order to bring purchases to the estimated amounts. Furthermore, if personnel costs either fall short of estimates or exceed them, adjustments must be made between the personnel and book purchasing parts of the budget in order to keep the two in reasonable relationship. Apparently the only reasonably sure way of achieving a final balance is to set aside a limited reserve fund. Near the close of the project, when all cost factors have

been calculated, this amount can be used to pay for advance subscriptions to key periodicals. This device serves to expend the unencumbered remainder funds and to assure that the institution will receive in the future the journals which are already represented in the collection by bound files when they had been obtainable.

Results of the Project

At the conclusion of the project a library of 1,109 titles, a catalog case and catalog cards for each item arranged in dictionary order were shipped to the University of Indonesia. An important by-product of the entire program was the preparation of a bibliography. This list contains an entry for every title acquired and provides a convenient record of in-print titles (as of winter, 1955/56) in the broad field of administration. In order to make the list useful as a library book ordering aid, the following details are provided for each entry: author, title, publisher, date of publication, price, and Library of Congress card order number. This list has been reproduced in the Bibliography Series of the school under the title of *Basic Library in Public Administration.* Copies are available upon request to the Graduate School of Business and Public Administration, Cornell University, Ithaca, New York.

Conclusions and Proposals

The advantages which accrue to a library which carries out this sort of project are of several kinds. Perhaps the single most important advantage is the experience gained in planning, estimating, directing and carrying out a special project for a specific amount of money within a limited period of time. Another value is in the preparation of a current bibliography which can be used to review the library's own book collection in the subject. Still another gain is that such an opportunity enables the library to cooperate closely with an academic division of the university in furthering a program considered to be of value to the division involved. And finally, such programs afford an opportunity for the library to play a role of some significance by contributing to the university's overall program for the advancement of scholarship and learning.

According to a recent article by the university contract coordinator of the International Cooperation Administration, there were 75 ICA financed inter-university contracts for technical assistance under way on September 30, 1955.[1] It would be difficult to estimate how many special programs of this kind include library development features. A number of American universities, however, have already been engaged in developing foreign library installations, and as the Point-Four technical assistance program continues many more will undoubtedly become parties to similar programs.

In the light of the experience at Cornell it would appear that, if future programs of this type are to be conducted at maximum efficiency and minimum expense to the government and to the developing agency, a fairly standard pattern should be developed for the guidance of the contracting government agency and for the libraries that may be involved. Such a function might be assumed by a central library information clearing center operated either within the International Cooperation Administration or the American Library Association. Such an agency might then provide previously prepared buying lists, cost data when available and procedural details, and perform a notable function for the federal government and the library profession.

[1] J. Russell Andrus, "Technical Assistance Through Inter-university Contracts," *Higher Education,* XII (1956), 75-80.

By RICHARD B. HARWELL

The Southeastern Interlibrary Research Facility

COMBINED ACTION by six university libraries in Georgia and Florida has resulted in the formation of the Southeastern Interlibrary Research Facility. SIRF is a positive expression of awareness of the problems library growth present to universities and a vigorous attempt to find a solution to those problems in the libraries of the Southeast.

Its first year was primarily an exploratory operation supported by Emory University, Florida State University, the Georgia Institute of Technology, the Southern Regional Education Board, and the universities of Florida, Georgia, and Miami. Working as the Georgia-Florida Committee for Planning Research Library Cooperation, it concentrated on two pilot projects, the compilation and publication of *A Union List of Serial Holdings in Chemistry and Allied Fields* and of *Research Resources in the Georgia-Florida Libraries of SIRF.*[1] SIRF was established by a memorandum of agreement jointly prepared in the early summer of 1955. Operation under the memorandum began in October; at the end of the month a work conference was held in Atlanta to introduce SIRF and its work to a wider group of southeastern librarians.

As a result of the conference, the work of SIRF was continued on an investigative basis with three immediate objectives: a regional adaptation liberalizing the provisions of the ALA interlibrary loan code, exploration of the cost of a regional union list of serials and of the interest in publishing such a list as a regional cooperative project, and exploration of the desirability of organizing an association of southern research libraries. Work toward each of these objectives is presently under way although no new members were added to SIRF at the conference.

The establishment of the Southern Regional Education Board in 1948 created in the South a new and vital instrument for improving the educational resources of the region and for effective, positive channeling of the efforts to expand those resources. In succeeding years functioning programs in veterinary medicine, psychology, nursing, statistics, mental health, city planning, and other subject areas have repeatedly demonstrated the efficacy of the board's approach to regional problems.

At an early meeting of the board, library representatives were invited to meet with university administrators to discuss regional cooperation. But the South is a complex of smaller regions. Its states spread across an enormous area. Though the several states face many educational problems common to most or to all of them, no common denominator could be found to which the problem of increasing regional library resources could be related. In the rapid

[1] *A Union List of Serial Holdings in Chemistry* is now out of print. Copies of *Research Resources* are available at $2.50 from the Southern Regional Education Board, 881 Peachtree Street, N.E., Atlanta 9, Ga.

Mr. Harwell, formerly director of the SIRF, is now head of the Publications Division, Virginia State Library.

library development in the South since 1930, a few southern libraries have achieved distinguished status, but, by and large, library resources have not developed abreast of general educational expansion. Burgeoning enrollments and increased demands for trained subject specialists have created new graduate programs—even new schools—faster than adequate library resources could be collected for them. New programs have put added strains on university budgets so that impressively increased library budgets are still not large enough to support these new areas of research as fully as desirable.

Aware of the desirability of regional cooperation, aware of some measure of success in small area efforts within the region (at Atlanta, Durham, and Nashville), aware of marked success in other regions (the Midwest, the Rocky Mountain area, and the Pacific Northwest), representative librarians continued conversations with the SREB in an effort toward a more concentrated offensive toward their goal. A 1952 proposal for a regional library came to nought, but it contained the essence of the idea which was later activated as the Georgia-Florida committee. This proposal suggested "that a group of southern universities be constituted as branches of a regional library. Each of these branches would be assigned responsibility for designated subject-matter fields. Each branch would then purchase extensively in its assigned field. . . . The basic holdings of a first-class university library would be available at each branch. However, the expensive specialized publications and the seldom-used works needed for advanced graduate research would not be needlessly duplicated." It called for a central office which would be in effect a regional catalog and communications center. Envisioning the participation of twenty libraries, it asked that each contribute $1,500 a year to operating cost and that each commit $10,000 a year to purchases in assigned specialties. Its proponents summarized the advantages by claiming that the program would "at a cost of $11,500 per year make available to each cooperating institution library facilities which could not be duplicated for $200,000 per year."

Such a proposal, some thought, invaded the autonomy of individual institutions. It committed a large portion of already strained budgets without, necessarily, local determination. But it was a positive step toward cooperative thinking.

Twenty libraries proved too many to bring together for concerted planning. In a profession whose tools are unitary in procedural demands the administrative officers have proved almost equally individualistic. Reducing the number to six research libraries in Georgia and Florida which already had practiced some informal cooperation, the planners tried again. Library and administrative representatives from Emory, Florida State, Georgia Tech, and the universities of Florida, Georgia, and Miami met with representatives of the Southern Regional Education Board in Atlanta in March, 1954.

Optimism, enthusiasm, and a new sense of the practicality of cooperation pervaded the meeting. It was decided to make this group a formal committee to explore fully the possibilities of cooperation. A memorandum of agreement was devised. By the end of the summer it had been signed and, at a preliminary committee meeting in July, Dean (now vice president) Harley Chandler of the University of Florida had been elected chairman, and Richard Harwell, then assistant librarian at Emory and executive secretary of SELA, had been chosen as executive secretary for the committee.

Three major decisions were made at the very beginning of the work which, it was hoped, would enable the commit-

tee to avoid the stumbling blocks of previous efforts. First, the committee itself was constituted equally of library and administrative representatives from the institutions involved. It was recognized that in building collections libraries must be governed closely by local teaching needs. In order for the librarians to base plans on future teaching needs there would have to be inter-university as well as interlibrary planning. It would be only on the highest administrative levels that such planning could be effected. Second, the idea of a new regional catalog was rejected. Such a catalog would be enormously expensive. However, as three of the libraries were already fully represented in the Union Catalog of the Atlanta-Athens Area, it was determined to consider building that catalog as a regional control center. Third, the idea of a central storage facility was rejected for the foreseeable future. The libraries of this area do not yet approach in size the libraries which formed the MILC and, relatively young in terms of the period of rapid growth, have not accumulated large blocks of material of the kind which made the storage library in Chicago desirable.

Work in the committee's own office began in October, 1954. The structure and aims of comparable projects were carefully studied. The positive advantages of cooperative acquisition programs and of interlibrary use of materials were stressed. It was equally emphasized that the project would have no veto over local purchases but would provide an individual librarian with an argument to persuade faculty that requests for material already in the region be foreborne in favor of material new to the region. In successive meetings the committee retraced much of its thinking and decided in June to convert its organization into a permanent establishment as the Southeastern Interlibrary Research Facility. As a corollary, it approved in principle the merger of the Union Catalog of the Atlanta-Athens Area with SIRF. A revised memorandum of agreement was signed.[2] "In addition to strengthening the regional resources," it declared, "such a program will relieve each individual library of the overwhelming responsibility of unlimited extension of its library resources by cooperatively providing resources."

"The purposes of SIRF," stated the memorandum, "shall be to implement inter-university and interlibrary planning by coordination of information about research resources and acquisitions, and by making research materials in the region available as widely as possible for the use of all the libraries." The functions of the Facility are outlined as:

1. To serve as a communications center to expedite regional use of materials at its member libraries.
   a. To compile and keep up to date, either on cards or as a distributed, printed list, a complete and accurate record of the serial holdings of member libraries.
   b. To compile and keep up to date, either on cards or as a distributed, printed list, a complete and accurate record of the newspaper holdings of member libraries.
   c. To maintain a record of regional resources by a union catalog.
   d. To locate through bibliographies or correspondence with other centers materials outside the region when regional resources have been exhausted.
2. To provide an index to individual library and regional resources as an aid in planning both library and university development.
3. To develop programs of deposit or other methods of non-duplication in areas similar to those worked out by the MILC for midwestern libraries.
4. To formulate a program for the coordination of acquisitions.

[2] Emory committed itself to support of SIRF through January, 1956, and to separate support of the union catalog through June, 1956.

5. To act as an agent of the several libraries, upon request, in negotiating gifts of materials and in making possible joint ownership of materials.
6. To act as an agent of the several libraries, upon request, when they are jointly seeking foundation support.

To consider the extension of its project to a larger number of southeastern libraries, SIRF conducted its work conference in October. Present in addition to SIRF's own personnel were representatives from Alabama Polytechnic Institute, Clemson College, Duke University, the Joint University Libraries of Nashville, Louisiana State University, the Oak Ridge Institute of Nuclear Studies, the Union Catalog of the Atlanta-Athens area, and the universities of Alabama, North Carolina, South Carolina, Tennessee, and Virginia. Dr. Robert B. Downs of the University of Illinois, Dr. Herman Fussler of the University of Chicago, Dr. John E. Ivey, Jr., of the Southern Regional Education Board, and Mr. George A. Schwegmann of the National Union Catalog of the Library of Congress were present as consultants.

The work of the committee and the aims of SIRF were reviewed in considerable detail. The *Union List of Serials in Chemistry* and the *Research Resources* were presented as evidence of the year's accomplishment. The memorandum of agreement was presented as evidence of a way of future accomplishment. The *Union List* and *Research Resources* repeatedly pointed out both lacunae in regional holdings and unwarranted duplication of holdings. Imperfect documents resulting from a pilot project with only a single field worker, they will nevertheless prove useful.

The chemistry list records holdings in the six Georgia and Florida libraries for 626 titles. Of these, 272 titles are held by only one library, 136 by two, 73 by three, 65 by four, 38 by five, and 42 by all six. The survey volume omits chemistry but covers (with varying emphasis according to the strength of the collections and the extent of graduate programs within the institutions) the rest of the library collections. It lists full holdings for 911 serial titles and mentions more than 1,400 periodicals (with at least one location) in its narrative sections. In book materials 753 specific titles (largely multiple-volume sets and monumental works) are located and general areas of strength in the several libraries are indicated.

In an editorial on October 31, *The Atlanta Journal* praised the project and said in part:

> Six institutions in Georgia and Florida have figured out a way to solve the problem. It is needless for each institution to own all books, even valuable books, so they agreed that each would buy and house some. In this way, together they would own them all and would make them available to students in any of the cooperating institutions. . .
>
> The plan obviously is wise. It is hoped that other universities and colleges in the Southeast will see its wisdom and join in the program.

That the editorial makes SIRF appear as a working proposition prematurely does not alter the approval of the plan. The consultants at the work conference were equally approving and genuine interest was exhibited in the whole project. But Emory's conditional commitment and the doubts about library cooperation which were revealed at the conference caused potential members to hold back pending the investigations into which the work of SIRF was redirected at the conference.

The work of SIRF has moved slowly, more slowly than its advocates had hoped. But there is room for much optimism. Many libraries of the Southeast have passed the point of being mere service institutions and are now full-fledged research libraries. Wise planning

can multiply their usefulness by making the collections at each library available to the whole region. If SIRF has not come up with a definitive solution to the problem of interlibrary cooperation, it has at least created a climate of thinking in which cooperation is regarded as essential.

Recent Developments in SIRF

Since Mr. Harwell's article was written several events have taken place which have affected the development of SIRF. Emory University and the University of Georgia have withdrawn their memberships, and SIRF has regrouped as an organization of four institutions. Its new director, Graham Roberts, is now also a member of the staff of the Southern Regional Education Board and serves as library consultant to the other regional programs of the Board.

The Atlanta-Athens Union Catalogue has been reorganized and is placing its emphasis on "community service" to the State of Georgia. For the present SIRF will not have the opportunity to develop this catalog as a regional research instrument.

On a more positive side SIRF has assisted in the organization of an Association of Southeastern Research Libraries, which held its first meeting at Miami Beach on June 21, 1956, and has undertaken the compilation of a regional supplement to the *Union List of Serials*. Work on the supplement is actively under way and several of the libraries participating have reported their holdings.

The purposes and functions of SIRF remain unchanged. It is as a focal point of regional interlibrary cooperation that SIRF has proved and will continue to prove its effectiveness. Cooperative programs seldom have an obstacle-free path to follow, and if an over-all view of the situation is taken, the future for regional interlibrary cooperation in the Southeast is a brighter one because of SIRF.—*Graham Roberts.*

Appreciation of Service to Arthur T. Hamlin

The following resolution was presented and adopted by acclamation at the ACRL membership meeting, University of Miami Cafeteria, during the Miami Beach Conference:

"Every organization hopes to find staff members who will do more than the contract calls for. In recent years, the Association of College and Reference Libraries has been especially fortunate in having as its Executive Secretary, Arthur Hamlin. He brought to this job imagination, energy, and perseverance. Those who watched his accomplishments knew that it would merely be a matter of time before some other organization with greater opportunities would ask for his services. All of us know we were lucky to have him with us as long as we did. In return for giving us this outstanding service, Arthur Hamlin has long since received our thanks and our admiration. All we can add is our wishes for success in his new job and our pledge of cooperation with him in any projects which could use our resources and talent to help him in his new position. We know that he will work for the advancement of all libraries while he sets new standards of performance at Cincinnati."

By GUY R. LYLE

Southern University Libraries in the Twentieth Century

THE GOVERNOR[1] has offered us a new look at the twentieth-century South. President Richards has asked me to make the application to university libraries. When I think of a region in terms of university libraries, I think first of library cooperation. Library cooperation is a natural among neighbors. I want to speak briefly, then, of the factors which influence university library cooperation in the South.

When a writer acknowledges a debt for the sources of his ideas, he uses a footnote. I wish to begin with a verbal footnote in large type. During the past two years I have had the opportunity to sit in on meetings of the Southeastern Interlibrary Research Facility, popularly known as SIRF. For those of you who may not know about SIRF, I should say simply that it is a cooperative library group composed of six libraries in Florida and Georgia, represented by university administrators, head librarians, and representatives of the Southern Regional Education Board, which is also a member and a very important one. SIRF has a full-time librarian executive secretary and an office at the Southern Regional Education Board headquarters in Atlanta.

I have listened carefully at the SIRF meetings. If it seems to those in the audience who have also attended these meetings that I have developed the sensitivity of a photographic plate, let me emphasize that these are my personal views—that I am not presuming to speak for SIRF—even though I owe much of what I have to say to my observations there.

One more prefatory note. Library cooperation in the South is not as remarkable as its press notices, but it has a record of solid accomplishment. It would be easy for me to stress the accomplishment, but I have a horror of repeating what is already thoroughly reported and recorded. The outsider, looking in, would immediately point to the distinguished career of Louis R. Wilson and his efforts in library cooperation, would hail the successful venture in interlibrary cooperation between Duke and Chapel Hill, the establishment of the Joint University Library in Nashville and the union catalog center at Nashville, the establishment of the Union Catalogue of the Atlanta-Athens Area as a part of the University Center program there, the comprehensive description of library resources in the area by Robert B. Downs, Richard B. Harwell and others, and most especially the cooperative efforts spearheaded by the Southeastern Library Association and its officers. I feel sure these accomplishments are well known to all of you. I am sure also that you and I will agree that these accomplishments have been truly outstanding. I am equally sure you do not

[1] Governor Clements of Tennessee, an earlier speaker at the same session.

Mr. Lyle is director of libraries, Emory University. *This paper was presented at the General Session, ALA Conference, Miami Beach, June 22, 1956.*

wish me to take your time repeating the story once again. Rather, in developing the background on university library cooperation in the region, let me suggest three factors which affect cooperation and relate them to the specifics of what may be accomplished.

First, the central importance of national library cooperative effort cannot be over-emphasized. Important as the force of regionalism is, it should not lead us to secede from the United States. No single library lives in bibliographical isolation; neither can the region. For example, on the one hand, less than 50 per cent of the titles searched by readers in the Union Catalogue of the Atlanta-Athens Area since September, 1955, were located in the area. Seventy-five per cent of Emory's interlibrary borrowings this year came from libraries outside the South. On the other hand, cooperation at the national level has done much to unite the resources of the world of books. Southern librarians team up with their colleagues in other parts of the country to establish a national pool of foreign newspapers on microfilm. Southern librarians join with librarians in the East, Middle West, and Far West in tapping the federal treasury to offset their fiscal limitations in promoting library extension services. Southern scholars benefit as much as their colleagues from Maine to Minnesota through the services of the National Union Catalog. Many other examples might be given, but it should be clear from these few illustrations why our first obligation as individual librarians and as state and regional library associations is to promote bibliographical organization and programs at the national level. They have proved worth while and much remains to be done.

In the second place, we recognize that the coordination of research collections must be identified with strong, healthy entities. Only two libraries in the South have as many as a million volumes and one of these is almost outside continental United States. Mere numbers is a crude measure of strength, but when the diversity of subject matter demanded by the range of university studies is taken into account, it is readily apparent that few southern university libraries have the collections necessary to support their present graduate and research programs. The lacks are not in peripheral areas; they may be characterized as an absence of the principal standard treatises, source editions, and periodicals in the basic disciplines, without which higher research is impracticable. In spite of recent gains, we have less to spend on our college and university libraries than any other region in the country. The South spends $309 per thousand population for college and university libraries. The northeast and north central regions struggle along on $425, while the far west has to be content with $560. We feel that this deficiency must be made up. Cooperation will not make libraries strong if they are inadequate to begin with. It takes time, money, and great effort to build wisely selected research collections. We are not deluding ourselves into thinking that we can achieve greatness by drawing closer together a mass of mediocrity. Even though we may be able to draw a chart showing there is no overlapping in our library collections, the chart won't show the volumes we don't have, without which higher research will not be possible.

Parenthetically, I should like to add that because of the economies frequently identified with cooperation, there is real danger that administrators, trustees, and legislators may be misled into thinking that cooperation may make up for the deficiencies in our individual library book budgets. The force of this opinion does not arise in theory but from practical experience. I recall that shortly after a meeting of SIRF in Atlanta,

there appeared an editorial in one of the metropolitan newspapers stating that through their cooperative efforts six libraries in Georgia and Florida expected to save as much as two million dollars in the next five years. No one at the SIRF meetings, as I recall it, particularly stressed the economies of cooperation, and no one, for certain, remotely suggested the idea of any such saving as this. Nevertheless the news was spread abroad, and inasmuch as the amount of the saving is only slightly less than the probable combined book budgets of the six institutions for the next five years, the reader of the editorial might readily surmise that if we cooperated just a little more vigorously the book budgets of the six libraries could be entirely liquidated.

In the third place, we recognize that the most effective and efficient method of coordinating resources is not open to us, at least not at the present. As we all know, university libraries could build stronger libraries cooperatively and more economically if there were a division of the field of collecting. Such a division necessarily depends upon the willingness on the part of scholars and university administrators to discourage the graduate offerings in a particular subject or subjects when a quality job is being done at some other institution in the region. This is the point where the professor's interest in cooperation becomes merely academic. As a matter of fact, I am inclined to think that the scholar who is interested in any kind of library cooperation is the exception rather than the rule. Talk to him about placing his departmental collection in the main library where the books will be more readily available to the university public as a whole and he reacts as though you were rubbing sandpaper —the double-zero number—on his stomach ulcer. Talk to him about substituting interlibrary loan for the purchase of an expensive journal file which he believes he or his students may conceivably use some day and you pump another pint of sulphuric acid into his system. And as Dr. Robert D. Leigh of Columbia has pointed out, "Few indeed are the administrators who accept the notion that any field of learning should be assigned permanently to a sister institution, along with the major responsibility for maintaining the library collections in that field."[2] It is not the job of the librarian to reconcile these competitive views and aspirations of scholars and university administrators, but until the latter achieve a greater measure of success in allocating the areas of graduate work and research, the most direct and effective route to interlibrary cooperation is roadblocked.

These, then, are the three principal factors that must be taken into account when we plan the machinery of interlibrary cooperation in the South. Conversely, I feel that any plan of cooperation which contradicts or ignores these factors will fail in its purpose.

Now, as to the specifics of what may be accomplished in the immediate future.

In World War II it was found that the most effective method of advance was to press on where you are strong, rather than to reinforce where you are weak. We are strong and well established in our interlibrary lending practice. Not all faculty members have realized the significance of a free flow of interlibrary loans, nor reacted to its possibilities. The more the scholar realizes its advantages, the less prejudiced he will be about other forms of library cooperation. A material improvement in interlibrary loan service is possible without overstraining the library.

For a number of years in the southeast, and I expect it is true of other regions, there has been a kind of unwrit-

[2] "The Background of Interlibrary Cooperation," *California Librarian,* XVII (1956), 123-124.

ten code in force among neighboring libraries which provides for a more liberal policy of interlibrary loan than the national code would seem to allow. Not all libraries adhere to the unwritten code partly because of a tiptoe caution on the part of the librarian or library committee, but chiefly, I suspect, because the borrowing library is hesitant about asking for material whose loan is discouraged by the national code. We have been raised, you know, to look upon interlibrary loans as a courtesy or favor one library renders to another. Perhaps at the regional level we should regard it as a duty to lend and not a favor to ask. The kind of lending restricted by the national code includes current fiction, current issues of periodicals, domestic in-print books, books for class use, rare books, a high percentage of the books basic for a thesis, a large number of titles at one time, and works difficult and expensive to pack. The statement covering the lending of microfilm is inadequate and there is no mention of microcards and microprint. Certain libraries in the southeast and in other areas are lending many types of material restricted by the national code and experiencing no difficulty in doing so. Therefore, it would seem likely that a revision of the code for regional purposes to incorporate the liberal lending policies which many libraries are now practicing would furnish a salutary stimulus to interlibrary lending in the region.

Secondly, we could profit greatly by the publication of regional union lists and guides to special collections and types of research materials where the job is not or cannot be done at the national level. To close the gap between the *Union List of Serials* and *New Serials Titles*, for example, by compiling and publishing a supplement to the former would be tremendously helpful in locating hundreds of journal files acquired by southern university libraries in the past seven years and for determining titles of journals not available anywhere in the South.

Another form of library cooperation that might be reinforced has largely gone unheralded. It consists of informal agreements among neighbor libraries to avoid needless duplication of expensive sets, the relocation of partial sets where it is mutually advantageous, and the occasional joint undertaking of an expensive purchase or microfilming job. One set of Adams Papers, or Early American Imprints, is sufficient for all users in the Atlanta-Athens area even though each set is held by a different library. This kind of cooperation goes on all the time; it does not depend upon formal organization reinforced by binding agreements or sweetened by a grant of foundation money. Its usefulness would be extended if the acquisition of these monumental research publications were promptly reported and the information distributed to the principal research libraries in the region.

Photoduplication services, imaginatively used, afford a powerful stimulus to library cooperation. The feasibility of a single agency in each state undertaking a newspaper microfilming program of its local newspapers has already been demonstrated in Florida, Louisiana, Alabama, Kentucky, and Georgia. In these states the state university library or the state historical agency has undertaken the task of filming local newspapers in the state which are not already available on film from the publisher or in some other library. Although the experiment is limited in scope, partly through want of funds and partly through the necessity of developing cooperative machinery in accordance with actual local requirements, it has already demonstrated its practicability and convinced those who are familiar with it that it is an

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By LLOYD W. GRIFFIN and LOUIS KAPLAN

Wisconsin's New University Library After Two Years

In SEPTEMBER OF 1953, after years of cramped quarters, the University of Wisconsin Library was installed in a new building. For the first time in years it was unnecessary to double-shelve books, pile them on floors and window sills, or disperse them to inaccessible storage points. A plant which had been designed to meet the needs of an eventual student body of 18,000 was ready for the test of use.

Now that the library has been in service for nearly two and a half years, it is possible to assess in a measure the soundness of that planning and to observe as well any imperfections which day-to-day operation has revealed. Such purely mechanical appurtenances of the structure as heating, lighting and other electrical facilities, furniture, and the like have been noted previously in a general discussion of library planning.[1] There remain to be considered: first, Wisconsin's principal library theory in application; second, the way in which spatial and functional plans have matured; and third, the success with which peripheral services and conveniences have been made available.

A nonmodular structure, the University of Wisconsin Library was planned around a single core: an integrated book collection housed on ten stack levels capable of shelving a million volumes, exclusive of basement storage. The relatively large size and importance in the university community of the graduate school, together with the demands of the faculty, argued against decimation and dispersal of this primary research tool to provide nucleus collections for divisional libraries, however desirable they might be for libraries without a comparable problem.

It was determined, therefore, to preserve the general collection complete in shelf-list order, except for some books on reserve, as a bibliographic tool to facilitate research and scholarly browsing; and to plan the reference departments of the library so that they would complement its resources in the stacks.

Three departments in addition to General Reference—Humanities, Social Studies and Education, and Documents—were located on three main floors adjacent to that portion of the stacks containing books in their respective areas of specialization. These stack-focussed departments have proven successful. They afford supervised entry to the book collection from three of the main reading rooms at three different levels; they provide specialized reference service to faculty, graduates, and undergraduates; they house the reference books necessary to their respective disciplines; and, perhaps most important of all, they are so located that their materials and services

[1] Louis Kaplan, "The Librarian's Function with Regard to Working Drawings and to Specifications," *ALA Bulletin*, XLVIII (1954), 369-71, 401-03; also in *Planning a Library Building* (Chicago: ALA, 1955), pp. 19-25.

Mr. Griffin is assistant librarian in charge of humanities, and Dr. Kaplan is acting director, University of Wisconsin Library.

are conveniently available both to students in the reading rooms and to scholars and students working in the stacks. Finally, they afford an economical means of inspection of those leaving the stacks, since subprofessional workers are employed to perform this duty as an incidental task in addition to typing, answering the telephone, and filing.

While the Humanities, Social Studies, and Documents departments have made possible an enlarged reference service oriented toward the graduate student, the General Reference Department, on the first floor, has been given increased time in which to answer mail and telephone inquires and to provide the reference needs of undergraduates.

This theory, then, has prevented the growth of divisional reading rooms as such, their walls lined with key books from the general collections—or extensive duplication of such materials. Though each of the four main reading rooms in the library is lined with built-in bookcases ready for future expansion and adaptation, in general the book stock is not visible. A critical observer might wonder how books and readers are brought together.

A part of Wisconsin's solution to this vital problem has been the provision that despite the size of our student body, no one with a legitimate need or inclination should be denied entry to the stacks. Graduate students receive year-long stack privileges on application, juniors and seniors may secure these permits with the approval of their faculty advisers, and sophomores and freshmen are encouraged to obtain entrance cards for limited periods so that they may work on term papers and similar research projects. In addition, each of the reference collections is available to all students without hindrance.

Other plans to join books and readers will be noted elsewhere. Now it is time to examine the way in which available space has been adapted to function. In an attempt to keep low the center of gravity, so to speak, of the library, the first floor was reserved for undergraduate services—reserve book rooms with adequate study areas, and undergraduate reference. This plan has proven itself in operation. It has obviated the flow of unnecessary traffic to the upper floors and has afforded easy access to the required reading materials of a large student body. Location of the closed reserve desk in the center of the main corridor has removed the congestion and bustle of this type of operation from the study areas.

The graduate reserve collection, however, is shelved in a room on the fourth floor with an atmosphere more conducive to advanced study than that of the undergraduate reserve rooms. A small collection of reference books and foreign language dictionaries makes for additional convenience.

The Public Catalog Room, Circulation Desk, and Periodical Room were established on the second floor. This more central location has made possible convenient access from all parts of the building. Here, as throughout the library, there is ample corridor space, and the noise of traffic is kept from soundproofed reading and study areas.

One aspect of Wisconsin's new library building which caused some anxiety at the planning stage was the location of the Technical Processes Division on the third floor, while the Public Catalog was housed on the second. It was hoped that a special staff elevator running between these two levels would solve the problem. Technical Processes heads have agreed that in practice the system provides more rapid communication between these two areas than might be possible if they were at the extremities of the same floor.

Some criticism has been voiced of locating the administrative offices on the

third floor rather than the first. Two carefully considered arguments are offered in support of the decision: first, it was felt that premium space on the first floor should be devoted to undergraduate services, with their concomitant heavy traffic and use; and second, that the librarian and his associates could be most advantageously stationed together and near the Technical Processes Division. Automatic elevators in the main corridor provide sufficiently rapid transportation to all floors of the building.

Two more areas of Wisconsin's Memorial Library remain to be considered: the upper floors and the basement. The fourth floor, with its more quiet and secluded atmosphere, has proven peculiarly suited to its functional installations —the Graduate Reading Room previously mentioned, an exhibition gallery and auditorium, and the Rare Book Department.

Gallery and exhibit space in the Exhibition Room and Rare Book Department lobby, as well as in the second floor cases, have made it possible for the library to attract visitors, to interest students and friends in its special collections, and to secure more frequent newspaper publicity.

In addition to its use for the staging of local and traveling exhibits, the Exhibition Room has been of value as an auditorium capable of seating two hundred, in which library indoctrination talks for new graduate students, meetings of visiting groups, and special bibliographical and cultural lectures have been held. It has afforded the hitherto impossible luxury of providing for library meetings *within* the Library.

Ninety-nine studies on the fifth floor are made available to faculty members with a legitimate need for such accommodations; and these rooms have shown themselves to be in popular demand. Certain of the faculty, however, prefer to be closer to their own sections of the research collection. These individuals are provided with locked carrells in the stacks.

Also on this floor is another previously unknown luxury for staff members: a staff lounge and lunch room, equipped with suitable furniture and beverage-vending machines.

The basement of the library was planned to afford ultimate compact storage for half a million volumes. A beginning has been made in shelving little-used materials both from the general collections and from the departmental libraries elsewhere on campus. Circulation records reveal a negligible number of calls for these volumes, which shows that the installation is performing its function. Extensive servicing of a compact storage area some eleven feet high would be discouraging, to say the least. Experience in administering the system shows that with careful selection it combines satisfactorily economical storage facilities with book immediacy.

Wisconsin librarians have been concerned as well with the provision of peripheral services and conveniences. Though carrell accommodations do not fall logically in such a category, they may be most easily discussed here. Three hundred fifty carrells are available throughout the stacks, a portion of them locked to provide studies for faculty members and for graduate students writing theses. The remainder are open, each having three adjacent book lockers which are assigned on request to holders of stack permits. Student use of these facilities has been heavy.

Accommodations for typing in the library have thus far been more than adequate. Soundproof typing rooms are located within the stacks on the mezzanine levels and outside the stacks on the three upper main floors. The latter three rooms house rental typewriters, and the mezzanine rooms have nearby locked storage bins for personal typewriters.

Unfortunately, a student questionnaire on the library, its appurtenances, and its services was not coded and evaluated in time for this study. One compaint, however, noted most frequently on individual questionnaires concerned talking in the study halls—particularly during so-called "closed" and examination periods. To remedy this situation, the main fourth-floor reading room has been designated a talking area, and notification concerning it has been posted throughout the building. Less talking is now encountered in the remaining reading rooms.

Another problem which still faces the library is the provision of suitable and adequate areas for smoking. Experience has suggested that the basement lounge, with a seating capacity of fifty-odd, may not be adequate. Also, lighting in the room is purposely inadequate for reading. Smoking-and-studying areas may have to be created, though this leads, of course, to increased cleaning and maintenance costs.

The bringing together of books and readers, previously mentioned, has been furthered by instituting a browsing collection of new fiction and nonfiction on open shelves in the main first floor reading room. These books are changed at frequent intervals to provide worthwhile current recreational reading. We feel, however, that much still remains to be done. Plans are in progress for enlarging the collection, adding a supplementary selection of high-quality paperbacks, and providing a segregated area with comfortable and attractive furnishings where books may be enjoyed at leisure.

As a last word about bringing books and readers together, one should not underestimate the importance of the large open-shelf reserve collection located in the room which houses the browsing collection. Wisconsin librarians have been purposely lenient in the variety of reserve periods offered, as well as the wide range of materials. Students may consult books in the open reserve reading room, or they may take them out for one, three, seven, or ten days. Fine books of both specific and general interest are thus available to all students, either to be savored in the library or chewed and digested at home.

Finally, the library staff is increasingly aware of its responsibility for the provision, servicing, and publicizing of its rapidly growing collection of nonbook materials. The situation at Wisconsin is both eased and complicated by the existence of various campus facilities outside the library.

In the first place, the University of Wisconsin community is served by the excellent microfilm collection of newspapers—and a large battery of reading machines—in the State Historical Society Library, just across the mall from the university library. Also available at the Historical Society is a fully staffed manuscripts department which complements the university library's archival collection of University of Wisconsin materials. One might mention as well that the University and the Society observe a cooperative buying policy and division of fields in the acquisition of both book and nonbook materials. This close and friendly association has benefited both institutions, lessened duplication, and eased congestion in both bookstacks.

Other university organizations such as the very active Bureau of Audio-Visual Instruction, the departments of speech, radio, and television, the Wisconsin Union, and the music library provide audio-visual materials and equipment.

Much of the pressure for provision of instructional nonbook materials, therefore, has been taken from the library. Yet serious thought is now being given to an expanded and centralized reposi-

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By EVERETT S. BROWN

The Appendix to the *Congressional Record*

SINCE 1873, beginning with the first session of the Forty-third Congress, the proceedings of Congress have been officially reported, printed, and published directly by the government. The *Congressional Record* appears in daily form, containing an account of the proceedings of the previous day, and a semimonthly index is issued. At the end of each session of Congress a bound set of the *Record* is published, together with a detailed index. With the appearance of this bound set it has been customary for libraries to discard the daily issues. However, a recent rule of the Joint Committee on Printing has raised a serious problem in this respect.

For many years it has been the practice of members of both Houses of Congress, by obtaining the privilege of "leave to print," to insert in the *Congressional Record* speeches not made on the floor. So long as members confined their remarks strictly to the business at hand the practice was not too open to criticism, but in recent sessions the privilege has been greatly abused and all sorts of extraneous matter has been inserted in the Appendix to the *Record*. From the first session of the Seventy-fifth Congress on January 5, 1937, until the second session of the Eighty-third Congress in 1954, material appearing in the Appendix was published in separate volumes at the end of each session. The results of this practice are very revealing. For each session during that period the Appendix has approximated one-third the length of the *Record* proper. For the Eighty-third Congress, first session, from January 3, 1953, to August 3, 1953, the *Congressional Record* account of proceedings totaled 11,202 pages and the Appendix 5,402 pages. In the Eighty-third Congress, second session, from January 6, 1954, to December 2, 1954, there were 15,290 pages of proceedings and 6,926 of Appendix, totaling 22,216 pages. The cost of the *Record* (including the biweekly issues) for the fiscal year 1954 was $1,558,405.39. A figure of $80 per page is used for estimating the cost of the *Record* material, but the Public Printer states that since the Appendix is set in smaller type, the cost of extraneous material would be nearer $82 per page. Based on these estimates the cost of the Appendix in recent years has been about $600,000 annually.

It was suggested to members of the Joint Committee on Printing that all extraneous matter now inserted in the *Record* be omitted, thus saving a large sum of money and producing a more orderly account of the proceedings of Congress. The power to effectuate this reform rests with Congress. By Act of January 12, 1895, the Joint Committee on Printing, consisting of three members of the Senate and three of the House of Representatives, was given control of the arrangement and style of the *Congressional Record*. The law provided that the *Record* should be substantially a verbatim report of the proceedings and ordered the Joint Committee to take all needed action for the reduction of unnecessary bulk. No extraneous matter is supposed to go into the Appendix without unanimous approval and consent of the Congress. In

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the hope of controlling, to some extent, the extension of remarks, the rules provide that extensions of two *Record* pages or more shall be accompanied by an estimate of cost from the Public Printer before permission to extend will be granted. Furthermore, the *Rules* and *Manual* of the House of Representatives stipulate that the *Congressional Record* "is for the proceedings of the House and Senate only, and matters not connected therewith are rigidly excluded."

On June 22, 1953, the Joint Committee on Printing undertook a partial reform. After stating that it was the sense of the Committee "that the printing of extraneous matter in the permanent form of the *Congressional Record* constitutes unnecessary bulk and a waste of public money," the Joint Committee resolved that beginning with the Eighty-third Congress, second session, "all statements prepared by members on subjects in which they are particularly interested, inserted in the Appendix of the daily *Congressional Record,* shall be moved to the end of the proceedings of the day permission was granted"; and "all extraneous matter including but not limited to newspaper and magazine articles, editorials, addresses, radio programs, commentators' stories, resolutions from organizations and individuals, letters from constituents, etc., together with Members' remarks preceding same, appearing in the Appendix of the daily Congressional Record, shall be omitted from the permanent form of the Congressional Record."

In accordance with these new rules, the bound set of the *Congressional Record* of the Eighty-third Congress, second session, was made up. Preliminary to its publication the Public Printer stated that only about 1,100 pages of the daily Appendix, out of 6,926, would be carried into the bound set, at an estimated annual saving of $100,000 accruing from exclusion of the remainder. If the reform were carried to its ultimate conclusion and all extraneous matter were excluded from issues of the *Record,* a much larger sum would be saved. Furthermore, under the current plan of publication, in order to have a complete account of everything that is being printed in the *Congressional Record,* it is necessary for libraries to retain both the daily issues and the bound sets or to have microfilm copies of them.

These facts were presented to Senator Carl Hayden, chairman of the Joint Committee on Printing. While admitting that the Joint Committee concurred in the intent of the recommendation to exclude all extraneous matter from the daily *Record,* Senator Hayden stated that "it is believed that the adoption of such a measure would result in Members reading material on the floor of the House and Senate thereby delaying important legislation and cluttering the body of the Record with extraneous matter with no saving effected in the overall cost of the Record." In rebuttal of this argument, it might be pointed out that if the respective Houses enforced their rules, and members of Congress exercised due restraint, no extraneous material would be read at any time, thereby avoiding the possible abuses mentioned by Senator Hayden.

The question was also raised with the Joint Committee as to which edition of the *Record*—the daily or the final bound one—ought to be microfilmed for permanent use. It was the committee's opinion that microfilm companies should film the daily edition "so that librarians and others who do not have the space to store that edition may obtain the same from the Microfilm people."

This recommendation took no account of the desire of many librarians to possess a copy of all material inserted in the daily Appendix but not printed in the bound permanent set of the

Record. On March 2, 1955, as a partial check on this excluded material, the Joint Committee on Printing adopted a resolution which directed the Congressional Record Index Office to include in the index for the bound volumes a listing of all material appearing in the daily *Record* and to show the omitted material by a symbol. This order was put into effect with the index volume for the Eighty-third Congress, second session, references to material in the Appendix being prefaced by the letter *A*.

However, there still remained the problem of preserving the material covered by this index and future similar indexes. To meet this problem, as well as those of space and cataloging, University Microfilms of Ann Arbor, Michigan, has adopted a policy of microfilming the bound set of the *Congressional Record* in its entirety, including index and Daily Digest, and the daily set, with its bimonthly index. It might be added that this bimonthly index of the daily issue is not cumulative, but any difficulty resulting from this fact can be met by consulting the index to the bound set where, as already noted, the material appearing in the daily issue, but omitted from the bound set, is indicated by the symbol *A*.

A wide choice is now afforded librarians. Some will wish to keep copies of bound and daily sets of the *Record;* some may retain copies of the bound set only; others because of lack of space may want none. All are now able to satisfy their needs through microfilms.

Large savings in cost of government printing and in microfilming could be effected if members of Congress were obliged to conform to the rules governing insertion of extraneous material in the *Congressional Record.* Some indication of the abuse of the rules, as respects the sessions of the Eighty-third Congress, have already been cited. Further evidence of the abuse is seen in the reports of the closing days of the first session of the Eighty-fourth Congress. On August 3, 1954, the day the Senate adjourned, the Appendix totaled 229 pages of extended remarks and extraneous matter. After adjournment, but under permission to extend remarks, members read 184 pages of material into the Appendix of August 16 and 219 pages into the issue of August 25.

The second session of the Eighty-fourth Congress promises no relief. On January 5, 1956, the report of proceedings totaled 115 pages and the Appendix 104; for January 9 the ratio was 122 pages to 63; for January 12 it was 115 to 129. Even permitting the publication of extensions of remarks which may have some justification because of the large number of members and their resultant inability to be heard at length on the floor of the respective Houses, and the inclusion of significant material which might have a relation to legislation, there still remain many pages of the Appendix for which there is no justification. At $82 a page the government's bill—and hence that of the taxpayer—is excessive. And this takes no account of the cost to libraries of the additional space needed for storage, or for microfilms if that is the form in which they preserve the *Congressional Record.*

In these days of steadily mounting governmental expenditures and taxation and demands that the budget be balanced it might be recommended that economy, like charity, ought to begin at home, and that Congress in its control of the *Congressional Record* should put the rule into effect.

By MANNING M. PATTILLO

The Appraisal of Junior College and College Libraries

MOST OF YOU ARE INTERESTED IN CRITERIA for the evaluation of junior college libraries and would like to know the trend of thinking on this subject in the Commission on Colleges and Universities of the North Central Association. Perhaps you hope that some of my remarks tonight may help you in the solution of the immediate problem you face, that of agreeing on national standards for the junior college library which may serve as guides to librarians and other administrators throughout the country. With your indulgence, however, I should prefer to discuss the problem of library evaluation in a somewhat broader framework. Although the junior college library differs in certain important respects from the library in other types of academic institutions and it is appropriate that junior college librarians deal as specifically as possible with their own problems, it is true also that in theory and technique the problem of evaluating a junior college library is part of the larger problem of evaluating any academic library. Once we have decided how best to appraise college libraries in general we shall be well on our way to the solution of the more specialized junior college problem. Therefore my remarks will be rather general and afterwards we can discuss the issues as they bear especially on the junior college library.

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After some seven years of coping with the practical problems of examining institutions for accrediting purposes, I can testify that the library is one of the most difficult phases of an institution's program to evaluate adequately. This is generally recognized among men who have made many surveys of colleges and universities. In almost every other area of an institution's program informed persons have a reasonably clear notion of what to look at and how to draw conclusions in an evaluation. This is not to say that the appraisal of a faculty, for example, is an easy matter, or that a great deal of refinement in methods is not possible in the future. But, in general, survey specialists are agreed on what is important in judging the competence of a faculty and on the kinds of data and the methods of securing data that are required to do this job. In the area of the library there is no such unanimity. There seem to be serious problems in almost every method of appraising the effectiveness of a college library. Beyond certain very general propositions which would be widely accepted, there is a paucity of constructive thought as to how to proceed in the specific situation. Somehow we need to develop some very different way of looking at the whole problem.

It is helpful to review what has been done in the past. There have been some important changes in the procedures for evaluating college libraries. Here personal experience makes it desirable to refer

to the policies of the North Central Association. They are reasonably representative of what is being done by other accrediting agencies.

First, consider Standard XI, entitled "Libraries and Laboratories," which set forth the standards for judging college libraries for accrediting purposes in the North Central Association in 1928. That portion of the standard which pertained to libraries read as follows:

> The college shall have a live, well-distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least $5.00 per student registered.

This standard provided something definite for the examiner. If a given college had a library with fewer than 8,000 volumes and if the appropriation for the purchase of new books and current periodicals was less than five dollars per student, the library was unacceptable and the institution would not be worthy of accreditation. The application of such a standard is a fairly simple matter. To be sure, this standard specified that the collection should be live, well distributed, and related to the subjects taught in the institution, and that there should be a professional librarian in charge. The inclusion of these factors in this standard was a change from some of the earlier standards which were almost entirely what are called minimum quantitative standards, but the 1928 standard was probably administered almost entirely on a statistical basis because the statistical parts of the standard were those which stood out.

Then in the early 1930's, following a comprehensive study of institutional evaluation, the North Central Association adopted a radically different philosophy of accrediting. The fundamental propositions of this new philosophy, which were subsequently followed by almost every other accrediting agency, were: An institution should be evaluated in terms of its own avowed purposes. The criteria employed should be primarily qualitative rather than quantitative. An institution would be judged on the basis of the overall picture of strength and weakness it presented rather than on the basis of the application of discrete standards.

The new procedure was set forth in 11 sections which make a small book. The whole procedure became a much more elaborate affair. Gone were the simple yardsticks which could be applied routinely with easily secured data. The evaluation of an institution became almost a research project, so voluminous was the body of information secured and so comprehensive were the criteria employed. In place of a one-paragraph statement on the library, the new *Manual of Accrediting* had a whole section on the library, consisting of four printed pages. In broad outline, the library criteria were as follows: The first two criteria concerned the holdings of reference books and periodicals. The principle was that an institution should have in its library the works of general and special reference and the periodicals that are generally found in good institutions having similar curricula. The application of these criteria depended on the use of check lists of reference books and periodicals which were regarded as important in institutions of various types. In the use of the check lists, special provision was made for differences in curriculum; that is to say, an institution that offered no courses in astronomy would be exempted from the astronomy section of the lists. The precise measure employed in the application of the criteria was the percentage of books from the selected list which were held by the institution. Each institution was ranked on this item on the basis of norms derived from the actual holdings of the member higher institutions of the asso-

ciation. There were four sets of norms: one for junior colleges, one for bachelor's degree-granting institutions, one for somewhat more complex institutions usually offering the master's degree, and one for universities. There were some statistical refinements which we need not consider here, but you have a broad outline of the criteria and the way in which they were applied.

After the use of these two measures for about fifteen years, certain significant weaknesses became apparent. First, there was a tendency on the part of librarians to use the check lists as buying guides. It is clear that the lists were originally devised as a fairly systematic sampling device and were never thought of as including all the holdings that any institution would find it desirable to have. Up to a point, the use of the check lists as suggestive of purchases was legitimate, but heavy reliance on them would certainly place an undesirable limitation on the processes for the selection of library materials. This would make selection a much more routine enterprise than it ought to be in any institution.

Secondly, there was the sheer difficulty of keeping the check lists up to date and of assuring that the titles listed were the ones that were most important. Such a list does not take proper account of differences in instructional procedures as well as subject-matter areas in an institution. To use an extreme example, a progressive college such as Sarah Lawrence with its heavy emphasis upon contemporary problems might well need much more extensive holdings of periodicals, particularly in the social sciences, than would an institution like St. John's where the curriculum is heavily weighted in the direction of classical materials. Any kind of standard list introduces a rigidity which cannot be defended if one holds the view that diversity is desirable in American higher education.

The result of all this was that in 1949 a committee of distinguished librarians which was advising the Commission on Colleges and Universities on its procedures for the evaluation of libraries concluded that check lists of the type that had been employed should be abandoned. The committee explored alternative kinds of lists which might be used for accrediting purposes, but concluded that no type of list had been suggested which really got around the criticisms which had been leveled at the older lists. The North Central Association does not now use check lists in its evaluations of college libraries.

The next two criteria have to do with expenditures for books and salaries. The measures used in connection with these two items have undergone some modification, but they have remained statistical and involve the use of norms for four different groups of institutions. Thus, a given junior college would be compared in expenditures with other junior colleges holding membership in the association. Here, as in other statistical measures, the notion of absolute minima had been abandoned in the early thirties. An institution's standing depended on its rank in comparison with similar institutions. The rank is expressed in terms of percentiles; for example, an institution which is at the median would have a percentile rank of 50. Zero is the lowest rank and 100 is the highest rank. It should be noted that the norms on which these ranks are based are derived from actual data and not from decisions as to what would be ideal.

As the criteria for expenditures for books and expenditures for salaries have evolved they have become, respectively, the expenditure for the previous fiscal year per student for books, periodicals, binding, and rebinding; and the expenditure for the previous fiscal year per student for library salaries, including part-time workers and student assistants. In the application of these criteria, account is taken of the trend of expenditures in recent years.

There are some obvious difficulties about expenditures per student. Who can say that the individual student is really the unit that determines how great the expenditures for library purposes should be? Is it true, for example, that a college of 500 students should spend twice as much for books and salaries as a college of 250 students? We have simply not had enough research in the field of librarianship to justify such an assumption.

Our next two library criteria concern student and faculty use of the library. Our commission has thought that this was one of the really important factors in the evaluation of a college library. The use of the library reflects clearly the degree to which the library is a functioning part of the educational program. It makes no difference how fine the facilities, how complete the holdings, how well trained the librarians, if the library is not used.

In this connection our examiners have been asked to scrutinize the methods employed by the library in encouraging student use, the adequacy of the number of reserve books, the accessibility to books through open stacks or otherwise, the availability of desks in the stack for students working on special problems, the announcement of books by displays and notices, and other means of promoting student interest. The examiners have studied the trend in the circulation statistics, including especially the average number of two-week loans per student. Some rough statistics have been available to the examiners for making a judgment on the latter point.

It should perhaps be said that in actual operation the examiners have had to give primary attention to the degree of awareness of the significance of student use and statistics bearing on it rather than to refined procedures for comparing actual use in one institution with use in others. As you know, there is great difficulty in securing comparable circulation statistics from institutions. For example, how can the statistics for an open-stack library possibly be made comparable with figures for a library having closed stacks or limited access to the stacks? In many institutions, especially urban colleges and universities, circulation statistics at best are incomplete because of the availability of other libraries to students.

In the area of faculty use, attention has been given to similar matters. Our examiners have inquired into the provisions for securing special library material needed by faculty members, for informing instructors of new publications in their fields, for notifying teachers of the receipt of new publications, for generous policies relating to faculty withdrawals, and for compiling data regarding the extent of faculty use. After looking at these features, an intelligent examiner can distinguish between a college or university library which is functioning as a vital part of an educational program and one which is seriously moribund, but the North Central Association admits it has not developed measures for arriving at any more than a very rough approximation of student and faculty use.

We hope that the library profession itself can undertake studies of student reading which would go far beyond anything that has yet been attempted. Institution after institution has grappled with this problem with little success. Better measures of student reading would give us an indication not only of the effectiveness of the library but also of the vitality of the whole instructional program. Probably student reading habits are as good an index as we could get of the probability that the students will continue to pursue important intellectual questions after they graduate from college. The results of some of the studies that have been made of the reading habits of college graduates are as serious an indictment of American higher education as one could possibly find. If we had more precise measures of student reading, they would enable us to undertake significant experiments in the promotion

of student reading. At the present time, we have only the crudest notions of the amount and quality of reading done by college students.

The last library criterion of the North Central Association is called "Distribution of Holdings and Expenditures." In applying this criterion the examiner attempts to make a rough judgment as to the relationship between the library holdings in different subject-matter areas and the degree of curricular emphasis of the institution in these areas. If a college, for example, has a large number of students majoring in the social sciences, it would be expected that the amount of library holdings would reflect this curricular emphasis. Also, the budgetary procedure of the institution will be explored to make sure that the needs of the library are taken account of in the preparation of a budget and that there is a rational plan for allocating library funds to different purposes. The concern here is primarily with sound procedures and attitudes and not with precise formulas.

This brief outline gives you some idea of our methods, the limitations of these methods, and the large amount of unfinished business in library evaluation from the point of view of an accrediting agency.

From time to time officers and committees of the North Central Association have considered the possibility of criteria relating to size of library staff, professional education of librarians, proportion of educational and general expenditures that should be devoted to the library, the status of librarians in an institution, and other matters which are important in the development of effective library service. However, the problem of defining good practice in these matters without at the same time straitjacketing institutions and discouraging departures which might be desirable in individual institutions has been an obstacle to the development of policies. Also, an accrediting agency, as a representative body, has to proceed on the basis of reasonable consensus and is not in a position to adopt policies which are unsupported by convincing research or by what might be called the informed opinion of the academic profession.

If this picture of the present state of affairs in the evaluation of college libraries is reasonably accurate, and admittedly the description is somewhat disconcerting, what lines of thought seem most promising for the future? As already suggested, research on student reading habits in relation to instructional methods is a most promising field of inquiry. Such research, better than any other type of study, would dramatize the common interests of librarians and college teachers.

Are there other promising avenues? In this connection mention should be made of a mode of attack on the whole accrediting problem which is now being explored by a special committee of the Commission on Colleges and Universities. This is to abandon the time-honored practice of carving an institution up into discrete parts for purposes of analysis—such parts as purposes, faculty, curriculum, instruction, library, student personnel services, and administration—and basing the whole procedure of evaluation on certain central questions about an educational program. These would be big questions that would entail the gathering of data from many relevant sources. Such questions as the following would provide the guidelines for evaluation:

1. Does the institution have a clearly defined educational task? Under this consideration would be given to such items as definition of clientele, scope and character of the program, relationship to other institutions, and plans for the future.

2. Does the institution have the resources necessary to carry out its purposes? This question invites attention to financial support, size and competence of faculty, library and other facilities for instruction, physical plant and site, and special considerations in a research institution.

3. Is the institution well organized for the consideration of educational policy? Here the data would relate to the operation of the governing board, administrative leadership, faculty organization and stability, and provision for institutional studies.

4. Has the curriculum been carefully developed in the light of the institution's purposes? To answer this question one would have to look at the admission requirements, the provision for general education, the provision for specialized education, the incorporation of new knowledge in the curriculum, and the limitation of the offerings to courses which are really substantial.

5. Are the conditions of teaching satisfactory in this institution? This involves such matters as faculty personnel policies, teaching loads, class size in relation to field and teaching methods, syllabi and course organization, adaptation of methods to subject matter and student population, and student reactions to teaching.

6. Does the institution have a climate of serious intellectual interest? This is a difficult question to answer. Among the topics that might be included are: the student use of time; student retention; student reading (including use of the library); student understanding of the educational policies of the institution; educational experimentation in the institution; the vigor of student organizations in such fields as debating, journalism, dramatics, and religion; independent study by students; and scholarship program.

7. Is the student life well balanced and responsible? This would call for an examination of the conditions of student living, the maturity of student behavior, the scope of student participation in institutional government, student employment, the counseling program, student activities, the values reflected in student life, and similar matters.

8. Is there evidence that the level of educational achievement of the students is satisfactory? The answer to this would come from the results of tests; the proportion of graduates continuing their education; the academic records of graduates going on to higher institutions; studies of vocational, professional, religious, civic, and other achievements of graduates; quality of student papers, theses, and other types of performance; and institutional provisions for evaluation of student achievement.

Now, if such an approach is adopted, this would mean that the North Central Association would no longer consider the library in isolation as a separate agency in an institution, which is certainly a tendency where separate criteria are adopted for a college library, and would instead focus attention on large questions which more nearly cut across the whole life of the institution. Student reading would be considered, not as reflecting the effectiveness of the library alone, but as a manifestation of the total effectiveness of the institution.

Is this not a sound approach? Has the time not come to adjust the techniques of evaluation to the ideas we have been advocating on the unity of the educational process? From a practical point of view, this proposed approach has much value. It would give more point to much of the data-gathering that goes on in American higher education, both by professional organizations and by faculty committees engaged in self-studies. This may be something that the Junior College Library Section of the Association of College and Reference Libraries will wish to take into consideration at its earliest convenience.

By JOHN E. CLEMONS

Teaching Bibliographic Sources and Styles to Graduate Students

A RECENT ARTICLE called attention to the movement existing in numerous institutions to insist "on the formal study of bibliographic materials as a part of the graduate school program."[1] There are evidences in library literature that bibliography is being taught to advanced students in various disciplines.[2] However, a cursory review of the literature fails to reveal discussion of a program similar to the course that began in 1948 at Florida State University. In this course, the bibliographic sources common to research investigation in all subject areas and the bibliographic styles appropriate for the varied types of library materials are presented to give students confidence in two major aspects of research: the searching and the citing of library sources. Perhaps this is a novel experiment in that all graduate students, regardless of subject specialization, attend the same course.

The incentive for the development of such a course in the curriculum of the Florida State University Graduate School was the widespread belief among faculty members that graduate students needed to become familiar with: (1) the bibiographic sources which are common to all research fields, the use of which is necessary to reflect an exhaustive and systematic search of available literature, and (2) documentation styles, in preparation for thesis writing and other scientific or professional research efforts. Despite constant effort by librarians and others to include adequate instruction on the use of the library in the undergraduate curriculum, the fact remains that many students finish their undergraduate work with only a vague idea of the real potential of library resources. Leaders at FSU deemed it necessary to offer the beginning graduate student an opportunity to overcome this inadequacy. Moreover, foreign students who have not had the experiences of rich library collections and American students who represent the widest possible range of undergraduate experiences, meeting in a common institution with its own requirements of competence, need some formal direction in the examination of research resources and practice in the accepted institutional documentation styles.

Since 1949, L.S. 500, *Library Use in Graduate Study and Research,* has been a requirement for every student in the graduate school, and one semester hour of credit is granted. Students may satisfy this requirement by completing a departmental course in research methodology. For those who can demonstrate a knowledge of the basic bibliographic sources and styles, competency is recognized through a satisfactory completion of an exemption test. The low percentage of satisfactory completions of this examination, which has been kept gen-

[1] Katherine S. Diehl, "Formal Bibliography in the Upper Division," *CRL,* XVI (1955), 386.

[2] An illustration of the efforts by one technological group is discussed in "Teaching of Medical Bibliography: Panel Discussion," *Bulletin of the Medical Library Association,* XL (1952), 355-68.

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eral in recognition of the wide variety of subject specialists yet specific in requiring that the student know how and when to use the basic tools, is an indication of the inadequacies presented by beginning graduate students in exploring the research potential of the library. The importance that is attached at Florida State University to competence in conducting library research is illustrated by the action of a faculty committee which refused a request that students in music composition be excused from the course. It was reported by the committee that any student granted an advanced degree, even the concert musician who never contemplated library research, should "know his way around a library."

Dr. Louis Shores, dean of the library school, gave first expression to the need for such a course, and in response to the dean of the graduate school, developed the syllabus. Dean Shores taught the course during its formative years, and even after acquiring the necessary faculty in the library school to teach it, has maintained direction through his interest and enthusiasm. This is not to say that the course has remained the same as in 1948. Instead, it has continually evolved in content through the influences of the many people who have taught it. But the basic considerations, bibliographic sources and styles, have remained the same.

Throughout the history of the course, there has been the concern with dividing students according to the major areas represented by subject specialists. It is felt that effectiveness could be increased if students from the social sciences and the natural sciences were separated. Inroads have been made in the scheduling difficulties which have prevented this, and it is expected that desirable divisions will be in effect soon. One of the major reasons for this division is the distinct difference prevailing in the documentation styles of the two areas.

Since its inception in 1948, the course has been completed by over 1500 students from every area of the curriculum included in the alphabetical range of Accounting to Zoology. A list of all the students who have finished the course is being compiled to show a breakdown of the students from the different subject areas.

Approximately 15 class hours of instruction are required to present the materials included in the course. The technique used for teaching has been to consider a basic type of bibliographic source and to coordinate it with a study and practice of bibliographic styles appropriate for that type of material. Thus the student is able to relate source and style. An examination of book sources would give him an opportunity to practice citations of books, whether he is following the Chicago style, Wister, American Geological Institute, or another. An assignment will require the student to locate books on his subject, copy the bibliographic entry as it appears, and "convert" to the accepted style. This conversion process will enable the student to fix in mind the basic elements common to standard bibliographic description and offer some practice in the style he needs to know to document a thesis or dissertation. When collecting references for papers, students are encouraged to convert the bibliographic information immediately so that this phase of the style problem is overcome at the beginning.

At present the content of the course is organized in 13 units. The following outline indicates the scope:

1. *Bibliographic styles.* A major consideration is the technique of documenting a paper. Before an examination of sources begins, the basic elements of bibliographic entries are studied through presentation of an "eclectic" form. This involves illustrating the entry with the various elements in a position and with

punctuation in a manner closely following the styles observed in two common sources: the Library of Congress catalogs and the Wilson periodical indexes. From this middle ground of style students can fix the basic elements in mind, and adapt the form to their particular needs. Concern with bibliographic style is not limited to this unit. It does serve to introduce the problem and prepare the student for the conversion process he must use with succeeding units on books, periodicals, unpublished materials, government publications, etc. Footnote citations are not introduced until it is evident that competency has been gained in listing bibliographic references. This may occur midway in the course, so that the students will have an opportunity to practice writing footnotes in gathering references from some sources.

2. *Library card catalogs and classification systems.* It has been demonstrated that graduate students are frequently stymied in the use of the basic index to the collection, the library card catalog. Since this is the most important source for locating materials, a unit is devoted to the use, potential, arrangement and scope of the catalog, with consideration given to the kinds of information found on the cards and classification schemes, particularly the Dewey system used at Florida State University.

3. *Commercially published book sources.* Graduate students frequently need books beyond those listed in the local card catalog. In order for them to to determine what has been published in their subject, a unit is presented including the *U.S. Catalog, Cumulative Book Index, Publishers' Weekly* and the *Publishers Trade List Annual* as a means of identifying books published in English since 1900. The uses of each are emphasized so the student can relate their values to problems of research in his own subject.

4. *National bibliography.* Although the catalogs of other national libraries are mentioned as sources for identifying books, primary emphasis is placed on the Library of Congress catalogs of printed cards. Important uses which graduate students may make of this series include approaching materials through subject, as provided by the subject supplement; verifying bibliographic description; locating rare materials; and identifying all the works by authors—to mention only a few. Because the catalog represents the collection of one of the world's largest libraries, and its cataloging is reputed to be the most accurate and most fully descriptive, it is indispensable for bibliographic work.

5. *Periodical indexes and lists.* Two or three of the general indexes are generally well known. However, it is appalling that graduate students have so little knowledge of the potential of such indexes as the *Education Index, PAIS Bulletin, International Index, Industrial Arts Index, Quarterly Cumulative Index Medicus, Agricultural Index, Engineering Index,* and *Poole's Index.* Most of the students are vague to the point of ignorance about the types of material indexed in each. For instance, many humanities students overlook the *Art Index* as a source for articles on architecture or archaeology; or the biochemist does not know the *Agricultural Index;* or the psychology student has never used *Quarterly Cumulative Index Medicus.* Many students in the natural sciences have depended entirely on the abstract services for article references. Seldom is there evidence that the student is aware of the lists of periodicals such as Ulrich's, *Union List of Serials,* or the *World List of Scientific Periodicals,* to say nothing of the value of identifying and locating hundreds of journals dealing with his subject.

6. *Abstracts, book reviews and news digests.* Students in the natural sciences

generally make good use of the abstract journals, except for the tendency to depend on only one. The chemist frequently overlooks *Biological Abstracts* or *Science Abstracts,* or the physicist overlooks *Nuclear Science Abstracts* or the *Mathematical Reviews.* Students in the social sciences have not made such good use of their abstracts, perhaps partly because they are not as prominent nor as comprehensive. But the appearance of abstract journals in economics, history and sociology provides many students with a way to keep abreast of the literature. There is a common misconception among graduate students that book reviews are limited to fiction. A study of the *Book Review Digest* and other reviewing tools such as the *U.S. Quarterly Book Review* and the *New York Times Book Review* introduces sources where the student may get the reaction to a scholarly work as opposed to the detached summary of the abstract. *Facts on File* and *Keesing's Contemporary Archives* are examined to make the students aware of sources for locating digests of important news items when needed for reference purposes.

7. *Professional and learned societies and their publications.* Some time is devoted to this subject because of the vast amount of research activity and the resulting publications of many societies and organizations. Sources are examined which will list the organizations, outline descriptive information and purposes, and disclose research and publications supported by learned and professional groups.

8. *Locating information on people, places and statistics.* Frequently, research workers need biographical information on people whose lives are interwoven with the development of a subject. Presenting biographical sources which include brief identification tools, who's whos, encyclopedic works, and directories which list the membership of learned and professional organizations will enable students to gather the type of biographical information dictated by the needs of his particular research. Some knowledge of the more comprehensive atlases and an acquaintance with sources of statistical information, like the *Statistical Abstract,* will be helpful in gathering data.

9. *Encyclopedias, dictionaries and yearbooks.* A common oversight of the graduate student is the use of encyclopedias for authoritative background material and selective bibliographies which may provide a springboard for other references. The yearbooks and annual surveys published in many subjects provide authoritative summaries of the year's progress and developments. Dictionaries in the various subjects are being published in increasing numbers and are a first source for establishing definitions of terms and phrases, a necessity in many theses.

10. *Theses, dissertations and other unpublished materials.* This is one of the most significant categories of sources for the person who contemplates writing the thesis. He must be sure that he has determined the originality of the problem, and he must be certain that he has exhausted available literature dealing with his problem as contained in other theses and ephemera, in addition to the more conventional sources such as books and journals. Students are very pleased with the results they get through examination of the Association of Research Libraries list and *Dissertation Abstracts.* In addition, the various subject lists of theses completed and research in progress series which are characteristic of learned journals are valuable aids. The pamphlet material listed in the *Vertical File Index* is not overlooked in the searching problem, for much of this is of a nature and format that would not be acquired unless a specific need for its use were expressed, which often occurs when the

specialist is investigating a little known aspect of a subject.

11. *Government publications.* This type of material is recognized by graduate students to be difficult to uncover, perhaps because of the common practice of organizing and servicing government documents collections separately from other materials. We do not attempt to gain the ease in locating documents that we gain with other materials. Inviting the documents librarian to present a lecture to each class at the scene of the collection, explaining the indexes, and exhibiting representative publications while discussing the overall organization of federal agencies has proved very effective in encouraging the use of the vast amount of publication by official governmental agencies. An alternative method is to discuss in class the types of publications issued by the administrative, legislative, and judicial branches; the arrangement of the Congressional set by serial number, and the departmental publications by the Superintendent of Documents classification schemes; and the historical development and current status of document bibliography. This is complemented by some discussion of state government activity in publishing as identified through use of the *Checklist of State Publications.* With some knowledge of the organization of agencies doing research in his subject and facility in use of the document indexes, the student can discover pertinent references, even though he will need help to locate them.

12. *Audio-visual materials and microphotography.* The new audio-visual media of films, slides, recordings, and others too numerous to classify here are presented through an examination of the Wilson guides and the Library of Congress supplements. Especially are these significant to the persons who are concerned with instructional aspects of their subject. A bibliographic style, based on that represented in these sources and the Dugdale manual,[3] is practiced for this class of material. The microphotographic techniques have been one of the most arresting considerations. We think the research worker needs to be aware of and concerned about the problems of acquiring and storing rare or little used materials. The implications of these techniques as a solution to the manifold problems inherent in the research collection must receive significant emphasis in such a course. More and more, the graduate student will be required to utilize his resources in the form of microreproductions. The various readers are demonstrated, the types of materials reproduced by microphotography are discussed, and the student is prepared to relate the significance and implications of this technique to the literature of his own subject.

13. *Library resources and special collections.* No meaningful survey of the potential of the research library can be completed without pointing to the libraries with special resources and collections in the various subjects. It is a well recognized and regrettable fact that no university library can hope to acquire all materials necessary for a great research center in all subjects. It is worth while to deal with the movement to survey library collections, which brings to the surface their weaknesses and strengths, and to note some of the implications for scholarship of cooperative acquisition programs. Books which are designed to indicate special resources and collections are examined and students are encouraged to discover those which offer rich collections in their subject.

From the foregoing summary of the content of the course it is evident that

[3] Kathleen Dugdale, *A Manual of Form for Theses and Term Reports* (Bloomington, Indiana, 1950), p.53.

in the short time allotted, all sources cannot be treated with as much concentration as may be desired. Students are urged to ferret out those sources which have special implications for their own subjects. At the same time, those sources that cut across all the subjects represented in the curriculum are stressed in the hope that they will become common knowledge among research students.

Student reaction to the course has been favorable. Some students have indicated it to be one of their most valuable graduate experiences. Although they are quick to admit a lack of understanding about the basic sources, some have questioned the value of the course when it has been delayed until near the end of their program. It is felt that this objection would be eliminated if students would include the course early in their program, as recommended. Others, whose program does not include writing a thesis, feel that it has less value for them. Generally, students have been quick to acknowledge the need for understanding that will permit them to go about searching library resources with ease and confidence.

In addition to teaching some sections of the course, this writer also has the responsibility of editing the theses and dissertations, before acceptance by the graduate school, for style and bibliographic form. This dual role has perhaps resulted in a close relationship between the emphasis of the course and the needs of graduate students regarding research sources and documentation styles. Moreover, it has permitted this writer to observe the effectiveness of indoctrination in sources and style in improved thesis products. Frequent testimony by students indicates the value of the course in locating research materials during their studies in addition to the help it gives them in preparing the manuscript. The influence on the quality of thesis manuscripts is discernible through improvement in investigating research sources and more careful documentation, and perhaps provides the most valid measurement of the effectiveness of the course.

Growing out of the success and general acceptance of the course has been the sharp realization that the use of library resources by undergraduates is inadequate. Graduate students have frequently indicated that the course would have been helpful to them as undergraduates; that such competence need not be considered the province of advanced students to the exclusion of undergraduates.

Awareness of this problem among the faculty in a professional school dealing largely with undergraduates has recently been indicated in a request for the library school to develop and teach a similar course as a requirement in that department's curriculum. This is an encouraging development. Perhaps the influence of L.S. 500 at Florida State University will not be limited to graduate students, but will extend into other undergraduate departments if this experiment at the undergraduate level proves successful. When this awareness becomes sufficiently widespread among other curriculum planners, perhaps the undergraduate can become proficient in the use of library resources. But until that awareness is reflected in the curriculum to include an examination of the basic bibliographic sources, graduate schools must remain concerned about the competence of their students to pursue an independent and exhaustive investigation of the research sources of the library, the common laboratory of all scholarship.

By EDNA MAE BROWN

New Periodicals of 1956—Part I

IN THE FOLLOWING LIST of new periodicals launched in 1956 there will be found titles of interest to almost everyone. There are journals for the scientist, the psychologist, the librarian, the political scientist, the student, the genealogist and others. Some are obviously propaganda; others state positively that they are without bias. Over half are either the official organ of a learned or professional society or are published by a well established university, library or research institution.

PLACES. Those journals concerned with specific places and their peoples and problems were the most interesting and the most numerous. For example, the first issue of *Asian Affairs* has as its general subject "Problems of Economic Development in South-East Asia." The contributions deal with such matters as the scale and speed of the economic development and trade expansion in Asiatic countries, the economic activities of the Chinese in Southeast Asia and multilateral compensation payments in Asia. This journal is published in Tokyo, but it is not intended to limit the contributors to Japanese. *Atlántico,* which is published by the American Embassy and American House in Madrid, is not the official propaganda journal one might expect, but it is rather a general cultural magazine treating of Spanish and American art, music, literature and history. Although the text is in Spanish, Allen Tate, Robert Hillyer, Vachel Lindsay, Tennessee Williams, Lewis Hanke and other Americans have contributions in the first issue. *The Australian Journal of Politics and History* began publication in November, 1955. Because it was not available for inclusion in the listing of new periodicals launched in 1955 it is included here. For the most part articles will be based on the results of research done by Australian scholars. While the journal is intended primarily to inform Australians of their political institutions and to assist them in solving political problems it will be equally informative to strangers. Problems of Australian foreign policy, the study and teaching of political science in Australian universities, an article on General Smuts and one on the "federal principle" are illustrative of volume one, number one. *Lands East* is a popular magazine published by the Middle East Institute in Washington. Included in the first issue are brief, illustrated articles on the Freer Gallery, Premier Karamanlis of Greece, and such places as Bahrain and Aqaba. *The Polish Review* is limited to Polish affairs, is in English and is intended to be a rallying point for Polish scholars living in the free world. It will present studies of all aspects of Polish cultural life, past and present, and analyses of events in present-day Poland. It is published by the Polish Institute of Arts and Sciences in America. *Der Welt der Slaven* published in Wiesbaden is a journal without political bias. In it German and Slavic writers discuss Russian philology and literature in a scholarly manner. Included is "Slavistische Bibliographie" listing books and articles in journals published in 1954 and 1955. *A Look at the Dominican Republic* is published by the Dominican Embassy in Washington. Such articles as "Dominican Laws Protect Foreign Investors," "Business and Investment Opportunities in the Progressive Dominican Republic," and "Trujillo Warns Against Surrender to Red Tactics," suggest the aim of this publication.

SCIENCE AND RESEARCH. Another interesting group of new journals is found in the fields of science and research. *Cereal Science Today* is published by the American Association of Cereal Chemists. It will cover current laboratory developments in the fields of cereal chemistry and cereal technology. Experimentation with frozen bakery products, the use

Miss Brown is head, Serials Section, Descriptive Cataloging Division, Library of Congress.

of atomic energy in food preservation and new agents for bleaching and maturing flour are a few of the subjects discussed in the first number. This journal will be of interest to management as well as to chemists as the latter group find and report on new products and new methods of their preservation and distribution. *Limnology and Oceanography* is the journal of the American Society of Limnology and Oceanography. Articles are accompanied by abstracts and bibliographies. The authors are members of university faculties. *Monsanto Technical Review* is a compilation of papers written by the scientists and engineers of the Monsanto Chemical Company. The editors suggest that this journal will not only be of interest to the technical personnel of Monsanto and other companies but also to college graduates who will see the challenging scientific and engineering problems confronting Monsanto professional staff. *Nuclear Science and Engineering* is the journal of the American Nuclear Society and will present papers on original research in all of the disciplines represented by the members of the society. Articles are accompanied by references. *Nuclear Physics* is well described by its subtitle "Devoted to the Experimental and Theoretical Study of Atomic Nuclei, Nuclear Fields and the Fundamental Aspects of Cosmic Radiation." The editor, Professor L. Rosenfeld, is a member of the Department of Theoretical Physics, University of Manchester, England. It is published in Amsterdam. *Research and Industry* is published by the Council of Scientific and Industrial Research, New Delhi, for the purpose of promoting the application of science to industry. It will carry information on discoveries and inventions emerging from the work of scientists in laboratories and institutes. It will seek to enlist the cooperation of industry in utilizing the results of this research. It invites problems of immediate or long-range interest for investigation.

TRADE AND INDUSTRY. *Steel Review* is published quarterly for the British Iron and Steel Federation. It is concerned with the production and consumption of steel in Britain and especially with the expansion of the industry. *U. S. Shipping* discusses American shipping companies, American ships, trade routes, etc. in the interest of promoting American shipping business. *World* with subtitle "For World Trade and World Law" consists largely of a report on the World Conference of Scientists held in London in August, 1955. Features pertaining to trade were noticeably missing in the first issue.

AGRICULTURE. *Outook on Agriculture* is published by the Imperial Chemical Industries, Berkshire, England. It will reflect the three main interests of the company, crop production, crop protection and animal health. In addition to articles there will be book reviews and abstracts of periodical articles. The emphasis is on agriculture in Britain.

MEDICINE. The abstracts published in *Dental Abstracts* are prepared by the Bureau of Library and Indexing Service, American Dental Association, Chicago. The *Journal of Forensic Sciences* is the official publication of the American Academy of Forensic Sciences. It will publish original investigations and observations in forensic pathology, toxicology, psychiatry, immunology, jurisprudence, criminalistics and questioned documents. The *Survey of Ophthalmology* will present digests of important ophthalmic articles together with editorial comment by recognized authorities. The articles included will be sufficiently detailed that it will usually be unnecessary for the reader to refer to the original.

LAW. *Race Relations Law Reporter* is published by the School of Law of Vanderbilt University. It will be a systematic compilation of legal materials in the field of race relations, such as decisions of the United States Supreme Court and lower Federal courts, rulings and orders of administrative agencies, boards and commissions, opinions of State attorneys-general, etc. Actual wording will be used; there will be some abridgements, some summaries. *Villanova Law Review* published by the Villanova University Law School is similar to other such journals, having as its aim the promotion of legal research and discussion and the training of students in skills of legal research and writing.

ADMINISTRATION. *Administration Science Quarterly* published by the Graduate School of Business and Public Administration of

Cornell University "expresses a belief in the possibility of developing an administrative science and a conviction that progress is being made and will continue." It will be a "multidisciplinary" journal in that it will encourage presentation of concepts and methods from all relevant fields. In addition to articles there will be included book reviews and abstracts of periodical articles, government documents and other fugitive materials. More practical and less theoretical than the journal mentionel above is *Modern Office Procedures*. This journal actually reports cases which show how stenographic shortages can be overcome, how to relocate an office, how to simplify billing, etc.

STUDENTS. *The Student* is a journal published in Leiden by the Coordinating Secretariat of the National Union of Students. Its editorial policy states it will "invite and publish articles and features concerning student life and interests, without political or other form of bias, which will be of interest to students outside the particular area concerned." Student problems in Asia and Melbourne University and the 1956 Olympic Games are illustrative of the subjects treated in the first number.

RETIREMENT PLANNING. *Retirement Planning News* is a brief journal but holds advice on such problems as when and where to retire, how to prepare a budget for retirement living and other pertinent matters.

SOCIAL WORK. *Social Work,* the journal of the National Association of Social Workers, is made up of splendid articles on various facets of the profession. It will be of interest not only to social workers but also to workers in related fields of medicine and public health, education, law, etc.

PSYCHOLOGY AND PHILOSOPHY. *Behavioral Science* is the official publication of the Mental Health Research Institute of the University of Michigan. It will publish articles on general theories of behavior and on research being conducted in this field. *Contemporary Psychology,* published by the American Psychological Association, is a monthly journal of book and film reviews. Trade information is given for the books mentioned. The reviewers are members of university faculties. *Phronesis; a Journal for Ancient Philosophy* is published in the Netherlands. It is a very scholarly journal with an international editorial committee.

ART AND LITERATURE. *Prisme des Arts* as the subtitle states is an international journal of contemporary art. The first issue would indicate "international" to mean European in this instance. In addition to articles, considerable space is given to announcements and descriptions of exhibitions. *Manuscript Lab* is published by Margaret Howard in New York. She will publish here the works of new writers who need criticism and help. It is hoped that when the works of these unknown contributors bring the magazine such prestige that it comes to be read by editors, publishers and agents, the authors will have been "discovered" and a potential market secured for them. *Das Wichtigste aus Welt und Wissen* consists of extracts from new European and American Books. Reading this would be a way of reviewing and refreshing one's German. *Wisdom* published by Leon Gutterman in Beverly Hills, California, states that within its pages "the wisdom of the world is gathered, selected and presented . . . in a single magazine." Selections are made from the writings and addresses of the world's great people. A selection from a speech of Eisenhower is the first article in the first issue. Other names appearing in the table of contents include Shelley, Maugham, Einstein, Oursler, Erskine, Sandburg, Harold Medina, Robert Louis Stevenson and many more. The library of Indiana University is publishing *The Indiana University Bookman* as a means of making known some of its rare and unique materials. An article on the Harmony Society and another on the library's Joseph Lane papers were features of the beginning number.

LIBRARIES. *Bulletin des Bibliothèques de France* is published by the Bibliothèque Nationale. Treatment of all the problems of library science, documentation, bibliography, acquisition, administration, special libraries, together with book reviews and abstracts from periodicals will make this a very useful journal for French and foreign librarians.

SEMITIC STUDIES. The *Journal of Semitic Studies* from the Manchester University Press plans to include research and writing

done in linguistics, literature, history, archaeology and culture of any period of Israel's history. Articles will usually be in English; book reviews will be included.

GENEALOGY. Florence Parker of Phoenix, Arizona is publishing *Family Tree-Researcher* which she says will "be constructive in being the day to day catalogue and active go-between, the person-to-person, library-to-library medium of information and . . . be instrumental in researchers contacting other researchers who are interested in the same names." A large part of the first issue is made up of "Queries," which is a listing of names of persons about whom practically nothing is known. Readers are asked to supply whatever information they may have concerning these people.

COMMUNISM. *Problemi del communismo a del socialismo* from Milan aims to study the principles and propaganda methods of Communism and Socialism, especially the principles and methods of the Italian Communist Party. This should be a very interesting journal to follow at this time.

HORSES. For horse lovers there is *Horse* published in New York. Such topics as consideration for one's mount, the revival of polo, a sporting calendar, etc. are to be found in volume one, number one.

Periodicals

Administrative Science Quarterly. Graduate School of Business and Public Administration, Cornell University, Ithaca, N.Y. v.1, no.1, June 1956. 4 no. a year. $7.50.

Asian Affairs. Maruzen Company, P.O. Box 605, Tokyo Central, Tokyo. v.1, no.1, March 1956. Quarterly. $5.

Atlántico. Casa Americana, Castellana 48, Madrid. no.1, 1956. Irregular. Free?

The Australian Journal of Politics and History. Queensland University Press, George Street, Brisbane. v.1, no.1, November 1955. Semiannual. $2.75.

Behavioral Science. Mt. Royal and Guilford Ave., Baltimore 2. v.1, no.1, January 1956. Quarterly. $6.

Bulletin des Bibliothèques de France. Bibliothèque Nationale, 58, rue de Richelieu, Paris IIe. v.1, no.1, January 1956. Monthly, 3,000 Fr.

Cereal Science Today. American Association of Cereal Chemists, 500 South Fifth St., Minneapolis 15. v.1, no.1, May 1956. Monthly (except July and August). $3.

Contemporary Psychology. American Psychological Association, 1333 Sixteenth St., N.W., Washington 6. v.1, no.1, January 1956. Monthly. $8.

Dental Abstracts. American Dental Association, 222 East Superior St., Chicago 11. v.1, no.1, January 1956. Monthly. $6.

Family Tree-Researcher. Florence Parker, 2607 North 8th St., Phoenix, Ariz. v.1, no.1, January 5, 1956. Monthly. $3.

Horse. 30 East 39th St., New York. v.1, no.1, February 1956. Monthly. $6.

The Indiana University Bookman. Indiana University, Bloomington, Ind. no.1, January 1956. Quarterly. Price not given.

Journal of Forensic Sciences. Callaghan and Company, 6141 North Cicero Ave., Chicago 30. v.1, no.1, January 1956. Quarterly. Price not given.

Journal of Semitic Studies. Manchester University Press, 316-324 Oxford Rd., Manchester 13. v.1, no.1, January 1956. Quarterly. $4.50.

Lands East. Middle East Institute, 1761 N St., N.W., Washington 6. v.1, no.1, January 1956. 10 no. a year. $3.25.

Limnology and Oceanography. Mount Royal and Guilford Ave., Baltimore 2. v.1, no.1, January 1956. Quarterly. $10.

A Look at the Dominican Republic. Embassy of the Dominican Republic, 4500 16th Street, N.W., Washington. v.1, no.1, January 1956. Monthly. Free?

Manuscript Lab. Margaret Howard, Box 242, GPO, New York. v.1, no.1, February 1956. Monthly. $3.

Modern Office Procedures. 1240 Ontario St., Cleveland 13. v.1, no.1, March 1956. Monthly. $5.

Monsanto Technical Review. Monsanto Chemical Company, St. Louis 4. v.1, no.1, Spring 1956. Semiannual. Free?

Nuclear Physics. North-Holland Publishing Company, Amsterdam. v.1, no.1, 1956. Monthly. $14.

Nuclear Science and Engineering. Academic Press, 125 East 23d St., New York 10. v.1, no.1, March 1956. Bimonthly. $6.

Outlook on Agriculture. Imperial Chemical Industries, Jealott's Hill Research Station,

Bracknell, Berkshire, England. v.1, no.1, Spring 1956. 2 or 3 no. a year. Free?

Phronesis. Royal Van Gorcum, Assen, The Netherlands. v.1, no.1, November 1955. Semiannual. $3.

The Polish Review. Polish Institute of Arts and Sciences in America, 145 East 53d St., New York. v.1, no.1, Winter 1956. Quarterly. $5.

Prisme des Arts. 1 bis, rue Henri Rochefort, Paris XVIIIe. no.1, March 15, 1956. 10 no. a year. 2,600 Fr.

Problemi del comunismo e del socialismo. Corso Italia 15, Milano. no.1, 1956. 6 no. a year. L 3,500.

Race Relations Law Reporter. Vanderbilt University, School of Law, Nashville 5, Tenn. v.1, no.1, February 1956. 6 no. a year. $2.

Research and Industry. Council of Scientific and Industrial Research, Old Mill Rd., New Delhi 2. v.1, no.1, January 1956. Monthly. Rs 8.

Retirement Planning News. Retirement Council, Inc., 342 Madison Ave., New York 17. no.1, 1956. Frequency not given. Price not given.

Social Work. 374 Broadway, Albany 7. v.1, no.1, January 1956. Quarterly. $6.

Steel Review. British Iron and Steel Federation, Steel House, Tothill Street, London SW1. no.1, January 1956. Quarterly. Free?

The Student. National Union of Students, Post Box 36, Leiden, Netherlands. v.1, no.1, April 1956. Frequency not given. Free?

Survey of Ophthalmology. Mount Royal and Guilford Ave., Baltimore 2. v.1, no.1, February 1956. Bimonthly. $9.

U. S. Shipping. Franchar Publishing Company, East Stroudsburg, Pa. v.1, no.2, February 1956. Monthly. Price not given. (v.1, no.1 was not available for examination.)

Villanova Law Review. Villanova University Law School, Villanova, Pa. v.1, no.1, January 1956. Quarterly. $2.50 for v.1, $5. for v.2+.

Der Welt der Slaven. Otto Harrassowitz, Wiesbaden. v.1, no.1, 1956. Quarterly. DM 40.

Das Wichtigste aus Welt und Wissen. Verlagsunion, Büdingen, Oberhessen. no.1, January 1956. Monthly. DM 13,80.

Wisdom. 8800 Wilshire Boulevard, Beverly Hills, California. v.1, no.1, January 1956. Monthly. $7.50.

World. 21 Hampstead Lane, Highgate Village, London N6. Winter 1955/56. 4 no. a year. 10 s.

Wisconsin's New University Library After Two Years

(Continued from page 393)

tory in the building for microfilm, microcard, and microprint collections and reading facilities; and the need for voice records and playing equipment is being investigated.

Much has happened in the Memorial Library in the past two years, and much will happen in the next twenty-five—by which time we shall have begun to agitate for the new wing sketched into the plans for the original building. But a university library, no matter how big, fulfills its function only when it is patronized by readers well acquainted with its system and its services. The larger it grows, the more confusing; and the new reader wanders among its intricacies as in a maze. We have tried by several means to insure that the library and its materials are adequately explained to its reading public: indoctrination visits and problems for each entering class, yearly introductory lectures to new graduate students, additional information service during the first portion of the fall term, and a well-received series of telecasts over the university station, during which the basic services of the library were explained by staff members, and panels of students and librarians discussed points of general interest and puzzling features of the new library.

In the opinion of its users, the Memorial Library, with its commodious facilities, its cheerful and varied color combinations, its attractive furniture, *and* its services and book stock, has vindicated itself and the theories behind it during these first two years. During the following decades, the duty both of the staff and the faculty will be to make it truly the center of the University.

By OLIVER T. FIELD

An Experiment in Catalog Reform

A CARD CATALOG is like Mark Twain's weather, about which everybody talks, but does nothing. These are the familiar reasons why people complain about the catalog: it is too difficult to use; it is too big; it does not analyze enough; it appears to hide information instead of exhibiting it clearly. The ones to do something about the situation are obviously the catalogers. However, they seldom have the time or the staff for long-term projects and are forced to hope that their running repairs on the catalog will dry up the complaints against it. In addition to being a forlorn hope, this philosophy is plainly dangerous. It is virtually an invitation for some superior agency (chief librarian, academic council, or library board) to issue a ukase that hardly distinguishes between cause or effect and which may worsen a situation it intends to better.

To avoid this, it is the duty of the catalogers to deal with catalog criticism themselves, since the catalog is their product and their ultimate responsibility. It is merely guided, and in no way governed, by the opinions of public service librarians. Catalogers who will not meet changing requirements of the catalog user confirm the popular conception of catalogers as reactionary and unhelpful, more interested in dead detail than in living needs.

When it became clear that the catalog of the Air University Library was no longer satisfying reader needs, a series of phased reforms were begun. These frankly experimental solutions are the subject of this paper.

Mr. Field is chief, catalog branch, Air University Library, Maxwell Air Force Base, Alabama.

BACKGROUND

The catalog of the Air University Library was started when the library was established, early in 1946. This was a dictionary catalog, incorporating part of the catalog of the Air Corps Tactical School, forerunner of the university. In December, 1946, the catalog was divided into an author-title catalog and a subject catalog.

It was felt that a central subject-authority unit would be a useful adjunct to the catalog branch. This unit was active from 1947 until 1952. The subject-authority unit had the task of establishing new subject entries and coordinating those used for books, which were catalogued with the Dewey classification using Library of Congress subject headings, with those used for report literature, which were classified by a modified accession-number system usually with no applicable Library of Congress headings.

So that a new and inexperienced clerical staff might more quickly process the great quantities of materials coming to the catalogers, and so that the catalog in its developmental stage might keep subject mobility, it was decided to use subject guide cards, one for each different subject represented in the catalog, instead of typing subject headings on the catalog cards. *See also* references were typed on the guide cards.

Liberal use was made of title entry, analytics for series, and subject headings. This is as it should be in the early years of a library, when the collection is small and what is available must be used to the utmost.

The growth of the collection has been phenomenal. The holdings as of May 1, 1956, were 245,648 books and bound pe-

riodicals, exclusive of multiple duplicates, and 527,854 documents. This growth brought with it increasing complaints that the catalog was difficult to use. Such complaints are endemic to a large catalog. It is axiomatic that the complexity of a catalog's entries increase with its size. They indicate that the catalog is going into another phase of its development, and new plans are in order. Among these are the necessity for making firm basic decisions on the limits of the catalog's function in exhibiting information available in the library, the promotion of such auxiliary aids as bibliographies and vertical files, and the guarantee of their competent upkeep. At this point the chief cataloger stops concerning himself with increasing the cataloged holdings and instead considers more positively what he should not catalog of incoming materials and what materials already cataloged may be withdrawn or have their mode of exhibition condensed.

These were the problems considered in the reform of the catalog. This is the order in which they were attacked: the deletion of title entries; the division of the catalog into an author catalog and a subject-title catalog; the removal of the subject guide cards; the removal of *see also* references; weeding; special treatment of U. S. entries; and chronological arrangement of heavily represented subjects.

Deletion of Title Entries

Title listing is the first expendable function of the catalog which comes to mind when the time comes to change the catalog from its medium-size collection service to large collection service. This problem was faced in 1953 by a previous chief cataloger at the Air University when he issued a very sound and carefully worked out memorandum on title deletion, together with a list of over a hundred filing words generally to be deleted as titles.[1]

Title deletion is a hazardous expedient. Based on the assumption that, with certain exceptions, titles beginning with subject headings may be safely deleted, together with certain frequently used title-starters such as *How, Introduction, Handbook,* and titles that represent literary forms, such as *Essays, Poems, Plays,* it soon runs into difficulties. *How to Build Modern Furniture* is quite a different recovery problem from *How to Get It from the Government* or *How to Help Your Husband Get Ahead in His Social and Business Life.* There is no assurance that the reference librarian, much less the reader, who discovers the first title under FURNITURE will automatically turn to U. S.—POL. & GOVT.—1945- for the second and SUCCESS and WIVES for the third.

Nor does the answer lie in omitting from the catalog all title entries that admit of easy subject approach, but including all that do not. Under these circumstances, a reader finding the title *How to Get It from the Government* but not *How to Build Modern Furniture* assumes that the latter title is not in the library collection since it is not listed. Of all the unfortunate things readers will choose to remember, the worst is the un-truism: "The catalog lists all the books in the library by author, subject and title."

There is no real solution to the title problem, short of including all or excluding all. Any middle road opens the way to varying interpretations. What was finally done at the Air University Library was to hold fast to the practice of deletion, inserting guide cards throughout the catalog bearing the sometimes deleted word and a warning:

> HOW
> Titles beginning with this word are not generally included in the card catalog. If you do not find your title, look for it under

[1] U. S. Air University. Library. Catalog Branch. "Cataloging and Classification Notes and Decisions 17-53 (Revised) August 14, 1953." Unpublished.

subject, or ask a librarian to help you.

The Catalog Is Divided Again

The other thing that was done to make the catalog more useful by giving the reader some clue to omitted titles was to divide the catalog into an author section and a subject-title section.

In libraries where the dictionary arrangement is not used, the most common plan is to arrange the catalog into an author-title section and a subject section.[2] This arrangement deals neatly with the relatively minor problem of authored and non-authored entries, but assumes that readers will run down the smallest item of information, no matter how carefully it is hidden. This concept has caused the catalog to become increasingly a tool created by catalogers for each other. If it is true, as catalogers so often say, that even reference librarians do not know how to use the catalog, the fault is as much that of the catalogers as of the reference librarians, since, while it is true the latter must know their subject headings to use the catalog, it is also true that the former must arrange it for most efficient use. While both are raucously laying down the qualifications of their game of card-chase, the poor reader has quietly disqualified himself and left the field.

While the reader may give up soon in a dictionary catalog, he has scarcely any chance at all in the author-title and subject catalog. This arrangement ignores two facts. The first is that titles support subjects and not authors, save incidentally. The second point is that readers are as likely to think of titles as of subjects. Anyone who has served a term in a reference department knows that a pertinent title comes to mind at least as often as the sometimes elusive subject assigned to it.

Many distinctive titles are quasi-subjects in that they embody the subject matter of the book in a vulgate form, often completely different from the official subject entry for it. These quasi-subjects constitute a mantrap in a catalog divided by author and title and by subject. Even the most astute reader runs the danger of assuming that they represent the total holdings of the library in his field of interest. This arrangement of the catalog makes no provision for leading the reader into his subject field, since the cross references from his quasi-subject to its catalog form are not in the author-title catalog at all, but in the subject catalog, and the reader may never look there.

The arrangement by author catalog and by subject-title catalog, on the other hand, obviates completely any such culde-sac, since it drives the reader from his quasi-subject to the "official" subject by means of an inescapable cross reference. An example will show this. If a reader interested in the subject of federal aid to education finds a book called *Federal Aid for Education* in the author-title catalog, he is likely to stop there. In a subject-title catalog, this title would be deleted, as it stands close to the reference FEDERAL AID TO EDUCATION *See* EDUCATION AND STATE—U. S. However, it would be a most unrealistic cataloger who would delete the title *Federal Aid for Education* from the author-title catalog, expecting the reader to continue his search in the subject catalog under FEDERAL AID TO EDUCATION and thence to EDUCATION AND STATE—U. S.

To come to the conclusion that the author and subject-title arrangement is the best one for a given situation is one thing. To clear the way for this transformation in a heavily used catalog of 655 trays is another. The first step in the shift was to draw up a list of the title entries to be transferred from the author-title catalog to the subject-title catalog. These were: all titles, all non-author series, all non-author serials, all title

[2] V. J. Burch, "Divided Catalog: Duke University Library Catalog Faces the Future," *CRL*, III (1942), 219-23; A. F. Wood, "California Divides Its Catalog," *Library Journal*, LXIII (1938), 723-26.

analytics. The list gave examples and outlined procedure. Next, a 60-tray unit was added to the catalog to obviate heavy shifting during the change-over, and space was made where the need for it was anticipated. Finally, the task of shifting the catalog cards was done by the readers service librarians. They made time for it in their regular schedules and completed the task in eighteen days. Without the help of the readers service librarians, the task would have been quite impossible.

Subject Guide Cards

The catalog was now ready for the next phase of change, the removal of the subject guide cards.

No one who has had to set up a library catalog in an institution where considerable growth is expected would question the decision to use guide cards instead of typed-on headings, given the need for speed and faced with the problems that numerous, changing subject headings present. However, the fact remains that the only continuing good of the guide cards is that they require slightly less clerical attention, and, on the good housekeeping side, they appear to keep catalog cards looking cleaner. Everything else is against them.

Subject guide cards complicate the cataloging process by requiring that special measures be taken to make sure they are made or not made, as the need may be. They slow down filing because they hide cards filed above the rod, and cause them to be overlooked by revisers.

Where a run of subject guide cards with the same main subject but with differing subdivisions has only one author card behind each of them, the question arises whether subdivisions of less represented subjects are necessary on guide cards, or, indeed, if they are necessary at all. This latter query is a reasonable one, but disquieting to a cataloger if it comes from the administration. A cataloger is trained to base present practices on future expectations, not to limit them to the present situation. There is future trouble implicit in the use, say, of the undivided heading ICELAND for a handful of books on such separate subjects as COMMERCE, DEFENSES, DESCRIPTION AND TRAVEL, ECONOMIC CONDITIONS, ECONOMIC POLICY, HISTORY, and POLITICS AND GOVERNMENT.

One answer to this problem is to leave subject subdivisions off guide cards, in the hope that readers will mine them out of the tracings at the bottom of the cards. However, the visibility hazards occasioned by this solution lead only to gross misfiling and reader dissatisfaction.

Intended to make for clarity and order in the catalog, subject guide cards tend rather to present a busy, cluttered appearance that dismays the reader rather than aiding him. Furthermore, their saving in clerical help does not outweigh their nuisance value, since cards must go into typewriters for call numbers in any case, and the subject heading can then be easily added. To revise typing of headings is no time-consuming task if clerical personnel are basically able.

The mobility advantage of the guide cards decreases as catalogers' knowledge of the special subject fields in which they are working matures, and as necessity teaches the chief cataloger restraint. Since he does not have the staff the L. C. Joneses have, he must curb his desire to keep up with them.

The worst feature of the guide cards is their fiendish fertility. This is demonstrated by the following tables:

Subject Catalog Status on 30th September 1954

Card trays in subject area	360
Number of subject cards	243,100
Number of guide cards	43,000

Breakdown of a Typical Subject Catalog Drawer on 30th September 1954

Cards in tray	631
Number of guide cards	275
Number of subject guide cards controlling less than 3 cards	180
Number of *see* reference cards	31

Whether one looks at the lesser total figure and says that every sixth card in the subject area is a guide card, or at the larger sample figure and says that every third card is a guide card, one has an uncomfortable feeling that the guide cards will eventually take over the catalog. There is only small comfort in the thought that the number of additional new subjects will decrease as the catalog grows. Actually, the average monthly addition of new subject guides over the period 1946-1954 was 398 per month, and the average monthly addition of new subject guides in 1954 was 281.

The Guide Cards Go

Plainly, the next project was to remove the guide cards. However, the problems involved in this were not simple ones: If the guide cards were removed, who would be found to type on a quarter of a million subject headings? A typist can type 95 headings an hour, so the task would require as a very minimum 65 work weeks of a typist's time. Obviously a method other than typing was required. Hand-set rubber stamps were finally chosen as the solution.

As the first step, it was decided that any subject represented 25 or more times in the catalog should have its subject stamped on, and any subject represented less than 25 times should have its subject typed on. The catalog branch prepared a list of subject headings represented 25 or more times in the catalog, and on this list starred those represented 100 or more times, for consideration for chronological arrangement. This list contained 1,565 entries in all. The director's office staff set up the stamps and the readers service librarians again helped, this time by doing the stamping. Stamping was completed in two months' time. The typists began typing cards for the less represented subjects concurrently with the stamping operation, so that the catalog might present its changed appearance as soon as possible. While no one would say the catalog now presents the highly groomed appearance given by tray after tray of meticulously typed headings, it can be reported that stamping has reduced by over one half the time required to get rid of the guide cards.

The question may arise why an outside service should work on a project that would appear to be the responsibility of an inside service. One cannot think the readers service people welcomed this task—who would, being in his right mind?—but they did need to know what was taking place in the catalog so that they could use it most efficiently while it was undergoing change. It was important, too, that they should see how the old construction of the catalog was impairing its present usefulness. Needless to say, they turned up some cataloging howlers that needed attention, and throughout the project they asked pointed and thoughtful questions concerning the value of present practices.

Credit for the accomplishment of this task is due the readers service librarians, but even greater credit is due the catalogers who for a decade worked to create so basically sound a fabric that it could withstand being rent apart and reorganized. It is not every catalog that is worth reorganizing. Cases are known to exist in which a completely new start is the best solution to the problem. Thanks to the work of the present and former staff, the catalog has assumed its new look, with an average of six guide cards in trays which used to hold as many as 275, and redundant title entries have disappeared.

The *See Also* References

Under the old guide card plan, *see also* references were typed on the subject guide cards. As cards were stamped or typed during the catalog's reformation all guide cards were turned over to the catalog branch, where those with *see also's* were retained, and those with no *see also's* were destroyed.

Removed from the catalog were 4,587 guide cards with *see also* references, and 32,750 "plain" guide cards, exclusive of those in the U. S. subject area. Under these guide cards were 105,570 subject entries. The decision to be made concerning these guide cards is whether they should be returned to the catalog wholly, in part, or not at all. The final decision depends on the opinions voiced by the readers service librarians. So far they have said nothing, one way or the other.[3]

If this silence continues, it is likely that only those *see also* references that refer from subjects originated locally will be returned to the catalog. *See also's* originated by the Library of Congress would under this plan be removed permanently and the Library of Congress printed subject lists be placed near the catalog for perusal by those interested. It is known that the maintenance of *see also's* from ABBOTS *see also* CHRISTIAN BIOGRAPHY to ZUNI INDIANS *see also* PUEBLO INDIANS takes the full time service of one cataloger contributed piecemeal by the whole staff. This is too great a price to pay for the upkeep of Abbots or of Zunis or for what lies in between.

Such changes as these cannot be undertaken without staff-wide publicity. This was done by means of *A Manual of Principles on Limited Cataloging for the Air University,* issued in its fourth draft form in May, 1956. Drawn up after consultation with the readers service librarians, this manual incorporates their expressed needs and the local catalog practices.

Future Plans

Other plans for increasing the usefulness of the catalog are still under study. In the probable order of their consideration these are: precataloging selection, the treatment of retrospective materials and the simplification of entry, particularly for U. S. government bodies.

[3] This appears to be following the experience of the University of California catalog, which contains selected *see also's* from main subjects to identical place or language subdivisions, but does not use *see also's* per se. Instead, the Library of Congress subject heading lists are made available at the subject catalog.

No matter how it is handled, cataloging is a time-consuming process which should be applied only to materials possessing more than temporary value. It is felt that much of the confusing bulk in the catalog will disappear when the catalog stops being the only and inevitable terminus for guidance to acquired materials. Complete plans remain to be made in other methods of disposing of ephemeral material, and among these are the promotion of the use of indexes, vertical files and wastebaskets. It is in the first two that readers and public service librarians should look for current affairs briefs, topical serials and other ready-reference materials whose interest is limited in time, and into the last that more gift material can often go.

This does not imply that the library's present acquisitions policies are unsatisfactory. Anyone familiar with these, and with methods by which they are carried out can only have the greatest professional admiration for them.[4] However, catalogers also have a logical responsibility for participation in selection. When catalogers take this part, their mental attitude is improved, because they need no longer wonder, as they sometimes must, if they are engaged in nonessential work.

There are at present 511 subjects in the catalog represented 100 to 800 times. The approach to cataloged materials would be made easier if retrospective materials were withdrawn, possibly to an historical catalog. Such an operation would be selective, and not a blanket removal by date. The remaining cards, arranged chronologically by imprint, the latest first, would have a form reference to the historical catalog. An advantage of date-arrangement of the remaining cards would be the ease with which subjects could be kept up to date.

It is well known that the U. S. area in any catalog is rough terrain for the com-

[4] Mary Lofton Simpson, "An Experiment in Acquisitions with the Lamont Library List," *CRL,* XV (1954), 430-33.

(Continued on page 430)

By VIVIAN A. PETERSON and O. M. HOVDE

Revitalizing the Card Catalog

CARD CATALOGS are growing in size and complexity at such an alarming rate that programs of catalog maintenance are becoming increasingly important to librarians. If the number of published papers on the subject is indicative of the extent of such projects, it appears that libraries are building catalogs but not repairing or reconditioning them. In 1953 Osborn and Haskins stressed the need of catalog maintenance.[1] The Library of Congress has a plan of editing and refiling its catalog which is expected to take over eleven years and cost about $750,000.[2] For reasons of efficiency and economy, staffs of large and small libraries need to begin to plan now for revitalizing their card catalogs.

Such a project of card catalog revision was begun at Luther College Library, Decorah, Iowa, in the fall of 1953, because there was a feeling that the catalog was not serving as well as it could and should in aiding the college students, librarians, and other faculty members in locating library materials. The plan was initiated after discussion among all professional library staff members of the necessity for refiling the catalog because of inconsistencies in filing arrangements in various parts of the catalog, filing rules which seemed too complex for undergraduate students, and miscellaneous inadequacies.

[1] Andrew D. Osborn and Susan M. Haskins, "Catalog Maintenance, *Library Trends,* II (1953), 279-89.
[2] "Revised Proposal for Editing the Main and Official Catalogs." Memorandum, Dec. 29, 1952, from C. Sumner Spalding, Chief of the Catalog Maintenance Division of the Library of Congress, to the Director of the Processing Department.

Miss Peterson is head of the catalog department, and Mr. Hovde is librarian, Luther College.

Concrete planning began with a series of staff discussions of the *A.L.A. Rules for Filing Catalog Cards* and a notation of which rules were to be followed. The original plan was simply to revise the filing, but it soon became apparent to the staff that it would be desirable and, on the whole, more economical to do as complete a revision as was possible in the process of checking through the catalog card by card. The entire plan was not completely formulated before the project began because some of the needs were not apparent until one of the librarians reached a section of the catalog in which the problem existed. Frequent short conferences were held during the process of refiling the first few trays to decide the ways in which those specific problems should be handled.

The revision project was carried out by the professional library staff, consisting of the head librarian, reference librarian, and catalog librarian, over a period of about one and one-half years. Each librarian tried to spend an hour each week-day morning on the project, but during especially busy times of the school year it was not possible to work regularly. The 271 catalog trays containing about 270,000 cards were divided numerically into sections and each librarian was given a specific area in which to work.

The following were the details of the revision project:

1. Cards were arranged in a word-for-word alphabetical order wherever possible. Whenever the bulk of cards in a section, such as Bible, Luther, Shakespeare, warranted some other arrangement, cards explaining the filing order

were placed at the beginning of the section and guide cards inserted to help clarify the deviation. Words with variant spellings were interfiled and cross references made from the form not used whenever that had not already been done.

2. Main entries for various editions were refiled in inverse chronological order.

3. Temporary cards which had been in the catalog for many years were pulled. The reviser then checked to see if permanent cards had been filed without removing the temporary ones. Later an evaluation of the remaining materials cataloged temporarily was made and withdrawal or permanent cataloging was carried out.

4. Cards which were worn out, dirty, illegible or handwritten were pulled. These cards, or sets of cards, were edited by the cataloger and retyped by the typist. Cards with typographical errors were pulled and given to the typist for correction. Old cards with Dewey Decimal Classification numbers which had not been removed when the collection was reclassified according to the Library of Congress system were withdrawn. Series cards for some insignificant series whose importance could not be fully appraised when first used and *see also* references which had been made for subjects not used in the catalog were also withdrawn.

5. Inconsistencies in forms of entry for the same person or body and in forms of subject headings were noted and corrected when they were so filed as to be obvious to the reviser. Obsolete subject headings were removed and referred to the cataloger who made the necessary changes to up-to-date terminology as given in the Library of Congress subject heading list.

6. Subject headings and references used in the card catalog (except form divisions or subdivisions that may be used with different classes of subject headings) were listed on sheets of paper. These lists were to serve as the basis for an accurate and more complete subject authority record. Because all the librarians worked during the early morning hours when the catalog area was not crowded and when they could readily confer on problems, it was not practical to check the subject authority book during the revision process. Perhaps it might have been preferable to purchase added copies of the subject heading book for checking along with the revision.

7. Inverted title cards were withdrawn. The cataloger later reviewed them, cancelling some, changing some to partial non-inverted titles, and assigning to others subject headings which had not been in use when the book was originally cataloged. A few were returned to the catalog as inverted titles. Since the catalog is in a dictionary arrangement, title cards were removed for books with identical, or almost identical, spellings of subject headings and titles.

8. Any other catalog cards which seemed to have inconsistencies, errors, or questions were pulled and referred to the catalog librarian for study.

9. Corrections and additions needed in guide cards were noted and new angle guide cards with printed headings were inserted.

10. Lastly, the cataloger shifted the catalog cards to eliminate uneven distribution in the trays and had new labels made for them.

The difficulties of the catalog revision resulted chiefly from the mildly chaotic state of the catalog during the year and a half that the project was being done. However, it was found that few students commented or complained about the existing inconsistencies. Perhaps the chief difficulty was in filing and revising the filing of new cards. The attempt was made to file new cards by the new method whenever that could be done

without isolating them from those for related materials already in the catalog.

In the opinion of the library staff, the benefits of the project far outweigh the difficulties involved and the time and effort spent. The catalog is now more accurate and complete because some errors in cataloging, typing, and filing have been eliminated. Statistics of the number of cards withdrawn from the catalog were not kept, but the removal of cards for *see also* references, inverted titles, and unnecessary series did result in a slight reduction of the size of the catalog. The librarians believe that they learned much about the book collection represented by the cards in their particular section of the catalog. The reference librarian also says that she learned a great deal about cataloging and can better interpret the book collection from the catalog. She reports that she actually *misses* her daily stint of card catalog revision!

Southern University Libraries in the Twentieth Century

(Continued from page 389)

indispensable part of any program of interlibrary cooperation.

Finally, the university libraries of the South have felt the need for some broadly based organization in the region to serve (1) as a clearing house and discussion ground for cooperative projects and (2) to give direction, guidance, and support to those that are deemed sufficiently important. The genesis and spirit of this idea is to be found in SIRF, the Southeastern Interlibrary Research Facility. SIRF as now defined, however, is limited to library cooperation between university libraries in Georgia and Florida; if the regional aims of the Southern Regional Education Board are to be carried out, SIRF should become a genuinely regional library cooperative organization. This will come about, it seems to me, inevitably, but the immediate roadblock to expanding SIRF is the cost to the participating libraries of maintaining a strong central organization to give thrust and momentum to the ideas for cooperative action generated by the librarians of the region. If the Southern Regional Education Board could see its way clear to maintaining and financing a library department, particularly in the next few years when southern university libraries are straining every dollar to strengthen their collections and services, it would greatly speed up the machinery of interlibrary cooperation and enable us to serve scholarship better in the Southeast. I am aware that the proposal for establishing a library department of the Southern Regional Education Board is one which is asking the board to undertake an additional financial responsibility of some magnitude. On the other hand, each library will be contributing substantially from its own funds and staff time in assisting the department to carry out specific cooperative bibliographic projects. The extension I suggest would provide additional services beyond what could be provided by a library association staffed with purely voluntary assistance. It is the kind of extension which I feel sure the Southern Regional Education Board, of which our principal speaker is an important member, would not refuse if it were satisfied that it was for the general welfare of education in the South; moreover, this would enable it to extend some portion of the benefits of their public funds to the great multitude of scholars in the South who do not have the neighboring backstop of great repositories such as exist in the Harvard and Yale University libraries.

By ARTHUR T. HAMLIN

The ACRL Grants for 1956

THE ASSOCIATION OF College and Reference Libraries has on hand $40,000 in three separate grants which will be distributed as subgrants to college and university libraries this fall. This article has been prepared to give precise information on the funds now in hand for distribution, the types of institutions which these funds are designed to assist, the procedure for the distribution of application forms and their processing, and the general purposes which grants are designed to support. The experience of the past year in raising money for the grants program is summarized.

A grant of $30,000 from the United States Steel Foundation represents the principal sum available this fall. Approximately $25,000 will be allotted in subgrants to college and university libraries for the improvement of their collections, equipment and programs as adjuncts to the teaching and learning processes. Most of the remainder is available for professional research of benefit to college librarianship.

A grant of $5,000 from the *New York Times* is limited to the purchase of back files of the newspaper on microfilm. A grant of $5,000 from Remington Rand, a division of the Sperry Rand Corp., is to be used for library equipment.

Eligibility

Applications for 1956 grants are invited from institutions which offer four years of undergraduate instruction and which have little or no tax support. Scientific institutions are included. Only those junior colleges which are planning four-year programs in the near future are invited to apply. The great universities and colleges which are unusually well blessed with endowment or other large special sources of income are discouraged from seeking these funds. Institutions which receive major support from a religious, fraternal or social organization and which limit their student body to that organization are likewise unlikely to receive favorable consideration. If the student body is not so limited, the institution is eligible for support.

Inevitably some will ask for an exact definition of "a great university" or "little tax support." This the writer cannot supply. Any institution *may* apply. Last year grants went to the Catholic University of America and to Atlanta University, which are apparently the largest institutions on the list. Berea College received assistance in 1955, and this institution certainly is "well blessed with endowment." However, Berea does not charge tuition and its student body is drawn only from low income families.

A small number of 1955 applications for United States Steel Foundation grants were eliminated because the institutions had very poor records of library support in recent years. Here again exact definition is difficult. The Committee on Foundation Grants felt that institutions should budget for library purposes at least 4 per cent of funds available for educational and general purposes, as defined by the U. S. Office of Education. This need not be done

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Mr. Hamlin, who has just retired as ACRL Executive Secretary, is librarian of the University of Cincinnati and new chairman of the ACRL Committee on Foundation Grants.

every year, but the average of recent budgets should reach that level. Behind this decision was the realization that the amount to be distributed was small and preference should be given to the majority of colleges which recognize the importance of the library in their budgets. Four per cent is much too low for many institutions; it may be higher than necessary for a very few institutions. The committee always made allowance for the donated time of librarians in orders and for similar factors. It is, therefore, urged that institutions which apply for grants and which do not meet that standard state the circumstances or reasoning responsible for low library support.

Although the application form requests information on membership in ALA, the 1955 awards were not prejudiced by lack of membership. No change is expected in 1956. The Association does, however, need support. Last year it invested a considerable portion of its reserve funds in the grants program. This money comes from the annual fees paid by individual and institutional members.

These limitations on the award of United States Steel Foundation and other grants at the Association's disposal are suggestive only. An extraordinary need or an exceptionally imaginative proposal will be carefully considered regardless of committee policy on eligibility. If any one of these limitations is considered to work an injustice on any institution, it is invited to submit an application. Exceptional cases will be considered on their merit.

Procedures of Application

The Association will mail out application forms to nearly six hundred four-year, non-tax-supported institutions early in October. These will be addressed to the librarian. Inevitably some eligible and interested colleges will be skipped or suffer from mail or clerical error. If the form has not been received by October 20, a request for it should be sent at once to ACRL headquarters. Two forms are sent to every addressee, one for return and one for retention.

Applications are due at ACRL headquarters on or about the middle of November. Late in the month the Committee on Foundation Grants will meet for several days in Chicago to study the applications and select those most suitable for grants. All applications will be answered, and those institutions which receive grants should have checks in hand early in January.

Purposes of Grants

In planning the 1956 grants program the committee established several broad purposes for which applications are invited and determined approximate division of funds among these. This statement is intended to discourage, but not to eliminate, applications for needs not here represented. Institutions may make several requests in one application but cannot hope for more than one grant.

A large portion of the United States Steel Foundation grant is allocated for the purchase of books, journals, and related materials for instruction and the learning process. Of special interest will be situations where particular, urgent library support is required to carry on instruction in a new field or at an advanced stage (below doctoral level), or where there is evidence that a limited sum will otherwise give great assistance to an area of instruction or of worthy student interest. The committee is as much interested in the statement of objective as in the materials needed. Only in cases of extraordinary need or disaster will grants be made for general strengthening of the book collection. Special consideration will be given to cooperative programs of ownership of

books and related materials by neighboring colleges.

The phrase "books and related materials" may be interpreted very broadly. Materials should, however, be suitable for undergraduate use. Projects involving strictly research materials are not encouraged in this program. The project need not involve classroom instruction. For example, one 1955 grant was made for dormitory libraries and several others supported the learning process apart from the curriculum. Very few allocations will be made for special staff help required to make materials useful.

Most of the grants for "books and related material" will range from $300 to $500. None is expected to be in excess of $1,000.

All of the Remington Rand grant ($5,000) will be used for furniture and equipment which is available through their Library Bureau. Applications should specify items needed by catalog number. Most or all of these grants will be from $400 to $600. A very small portion of the United States Steel Foundation funds may be used for equipment.

It is recommended that applications for equipment avoid items which are the responsibility of the annual budget. To illustrate, the typewriter for the librarian's secretary should be purchased with college funds, but the typewriter required for some special, important project is a proper object for a grant. Likewise, furniture for a special room or area may be requested but not standard furniture for a main reading room. The project or need is of primary importance; equipment of any description required for an excellent project may be considered suitable for a grant.

The *New York Times* grant of $5,000 is restricted to the purchase of microfilm back files of this newspaper. Grants will cover the cost of four to six recent years, and will be limited to institutions whose book budgets are sufficiently large to warrant a current subscription to the microfilm edition. No commitment as to current subscription is necessary, but successful applicants will be requested to procure the *New York Times Index* (printed or microfilm) for the years covered by the grant. The writer regrets inability to state the exact minimum book budget which warrants a *New York Times* microfilm subscription. Five thousand is undoubtedly too little; eight thousand is sufficient in certain situations; ten thousand is considered a safe figure.

When the *New York Times* grant was first announced, the librarian of a state college requested consideration for a file. When she was informed that these grants were primarily for privately supported institutions, she replied that there was no *New York Times* in any library of her medium-sized city; she had been assured that the neighboring private college would apply and, if it received a grant, would make the *Times* available to both institutions. This particular case is cited to illustrate the type of information which often influences a committee which has a very few awards to make from a great number of worthy applications.

The story of how the *Times* came to make this grant is of interest. More than a score of the applications received last fall requested funds to buy the *New York Times* on microfilm. This was reported to Chester Lewis, librarian of the *Times*. He requested a letter on the subject and brief information on the foundation grants program. In the course of a few weeks the check for this project had been received. There may well be other special needs shared by many libraries which have special interest to a particular corporation. Any suggestions will be appreciated.

Several grants of $500 or less may be made to provide libraries with consultant services or to finance the travel and

study of librarians. The consultant may be needed to examine some aspect of the library's operation or to study its over-all effectiveness. Likewise, a new building or an important change in the curriculum may require travel or short-term study by a staff member. Travel and study applications should be supported by concrete evidence that the institution needs it for a particular, worthy purpose. Requests for consultants and travel may receive more careful attention if the institution is willing to share the cost.

Very few grants will be made for these purposes, which will appeal to many. Only compelling needs can be financed. The Association hopes to support this type of activity on a much larger scale as the over-all grants program grows in size.

Several thousand dollars from the United States Steel Foundation grant are assigned to support research in library problems which will lead to more effective operation, procedures, and professional tools. Unlike applications for other purposes, requests for funds to finance research should be made at once by letter, accompanied by full description of the project, to Jerrold Orne, Chairman, ACRL Publications Committee, Air University Libraries, Maxwell Air Force Base, Montgomery, Alabama. These applications for research funds will be reviewed by the Publications Committee.

Suggestions for Applicants

The ACRL grant application form, which will be distributed in early October, requests relatively little information about the institution and the growth and support of its library. The applying institution is then invited to present its case for one or more grants. In this presentation a key factor is the statement of purpose. This must demonstrate that the materials, equipment, or other facility to be financed by the grant will make a direct contribution either to the formal educational program or to the intellectual development of the student.

Some of the applications received last year were for admittedly worthy, general purposes, such as strengthening the reference collection or completing certain serial files. Any steps of that nature certainly strengthen the educational program. However, few such requests were granted because the information about purpose was not sufficiently specific. A request for scientific serials carries weight if reinforced with information about the new chemical industry in the vicinity, the strengthening of the chemistry department, perhaps the addition of new courses, and similar explanation. If, in addition, the Friends of the Library raised three hundred dollars for science last year and the president promises to match any grant from special appropriation or the pocket of a trustee, could any committee turn down the application?

The grants program seeks to place money where it will make the greatest contribution to higher education through the library function. It matters little whether the funds buy steel desks or first editions so long as these objects serve a worthy purpose. These purposes for which grants are made in 1956 will be carefully studied by foundations which are approached for support another year.

Financing the Grants Program

During the past winter and spring the ACRL Executive Secretary carried the responsibility for soliciting support of the 1956 program in addition to his other duties.

A first step was the preparation of the booklet, *A Program for Grants to Assist College Libraries and A Report on the United States Steel Foundation Grant of 1955,* by Arthur T. Hamlin, which was issued by the Association. In effect,

this stated who we were, how we operated, what was accomplished last year, the needs of college libraries and the Association's plans for meeting them. The case for financial support was presented.

This booklet was distributed to library leaders in the expectation that many of them would present this worthy cause to friends, fellow board members and other acquaintances who were officers of corporations and in a position to give financial support. A number of copies were sent to the larger corporate foundations and industries with covering letters. The executive secretary then followed up as many as possible of these contacts with personal interviews, most of which were done on a two-week trip to principal eastern cities.

Nearly every large corporation uses a committee of senior officers to control donations. They determine policy and each member studies all major requests prior to group discussion and action. Most committees have an executive officer who interviews the person presenting a case for support and who often recommends company policy on grants and donations. In many corporations these executive officers are vice presidents; all occupy very responsible posts; a few devote full time to this subject.

These men are extraordinarily well informed on the needs of higher education and with very few exceptions were willing to devote any amount of time to discussion of library needs and the role of the library. They studied the ACRL presentation carefully before the interview. In one case a vice president devoted a good part of the afternoon to this although the annual stockholders' meeting was then in progress in the building. A call from the president was even postponed.

In many cases the decision to support the ACRL program requires a change in policy, and such changes take time; in other cases corporations prepare annual budgets for their principal grants. For these and other reasons the work done in 1956 may bear fruit another year. Financial support will increase or decline in proportion to the time that the new executive secretary devotes to this work and his talent for this activity.

Whatever the eventful financial return from these activities in 1956, it is a pleasure to report that the college library was the subject of study and prolonged discussion by senior officers of more than a score of corporations. Since these officers are leaders in many different aspects of the life of the nation the college library will benefit in sundry ways from any increase in their knowledge of its present role in higher education and its needs for future development.

Fulbright and Smith-Mundt Awards for 1957-58

The Department of State has announced awards for graduate study, teaching, lecturing, advanced research, and specialized training and observation for 1957-58 under the Fulbright and Smith-Mundt Acts. Applications are being accepted for awards in Austria, Belgium and Luxembourg, Chile, Denmark, Finland, France, Germany, Greece, Iraq, Italy, Japan, Netherlands, Norway, and the United Kingdom. For information and application forms address The Executive Secretary, Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, Washington 25, D.C.

Notes from the ACRL Office

THE LIBRARY SERVICES ACT

The Library Services Bill has now become the Library Services Act and is armed with an appropriation for state aid and for administrative expenses. It is time for college librarians to consider the implications of this important legislation for their institutions and the operation of their libraries.

This new stream of financial support for library service will be used principally for books, supplies, equipment and personnel. The products of publishers and supply houses are not in short supply. Their output can easily be increased to meet the increased need. But the problem of personnel supply is extremely serious; consider the impact of this additional expenditure for salaries, perhaps four to six million dollars, on our supply of professionally trained librarians! Competent trained people are too few in number to meet present needs. Training takes time—whether this be a matter of professional studies at library school or indoctrination and guidance on the job. All types of libraries face a general lowering of personnel standards, which should be accompanied by a long overdue and drastic increase in library salaries.

In order to solve this crisis in the labor supply the cooperation of all libraries is desirable, but the direct aid of college librarians is particularly important. In the absence of a sufficient supply of library school graduates the profession must fall back upon the next best resource available, which is the young person with the general education, character, interests, personality and native abilities suitable for library work. A great recruiting effort is required. All must play some part in this work, but the college librarian carries the principal responsibility because of his opportunities to know, judge, and influence young people who are finishing college and are undecided on career. Our efforts to interest selected college students in librarianship must be redoubled. The library schools should be filled to capacity with good professional material. And at the same time a similar recruiting activity is required for the immediate needs of the profession.

In many ways other than recruiting the services of colleges and universities will be needed for the various state programs, but in these other aspects the future is not clear. A few states have assigned the complete administration of the new services to the library of the state university. Its personnel and book collection may serve every home in the state. Elsewhere administration is the responsibility of state library commissions or their equivalents. These will call on the state institutions of higher education to take part in their programs through extension services and in other ways.

The libraries of most public and private institutions will have opportunities to share in these new programs. Reimbursement is assumed for such matters as the use of office or stack space, regular personnel services, and use of book collections.

In considering the ways in which your institution may be requested to help, try to visualize the problems facing the state administrator. He is suddenly entrusted with a large appropriation, and the responsibility for organizing a collection and getting it to the people over a wide territory in a matter of a few months. He must look to existing library facilities for assistance. He can't plan and purchase a full collection, organize it, and set up his own stations or branches with personnel all over the state. The patterns of operation will vary but all plans will require many types of assistance and contracted services from existing public and college libraries.

Colleges which play active roles in this new service should consider the public relations value of participation. Each book that is circulated carries the name of the college and is a testimony to its service. Of equal or greater value are the personal contacts of its library staff who are active in this new work.

It is barely possible that this federal support of rural library service will initiate statewide networks for interlibrary loan. Something similar to the English local, regional and national network would improve library service for small American colleges.

Of one point we may be certain: every institution of higher education will benefit

from the success of these various state library programs for rural areas. These will make important contributions to the preparation of future students. The boys and girls entering college will know more, read more easily, and have a personal knowledge of libraries.

For the present, then, every college librarian is urged to extend himself in recruiting for the library schools and in promoting library work to seniors who want to go directly into a job. As the ranks of professional librarians are depleted these graduates will find job opportunities. Every college librarian should keep informed on the development of rural library service in his state and be prepared to cooperate in any way possible—with books, building space, and limited staff service. The Office of Education is organizing a series of regional conferences to plan programs, and many college librarians will be contributing to these. The American Library Association has established a Coordinating Committee on the Library Services Act, and this may have further suggestions for the participation of all.

ACRL members are urged to follow developments, watch for and seize on opportunities to cooperate, and do all possible in recruiting personnel. We have a large stake in the success of these programs.

ACRL'S FINANCIAL STATUS

In connection with the reorganization of the American Library Association there has been much public discussion of divisional finances, and not all of the generalizations do justice to the financial status of ACRL. Because of possible misconceptions about ACRL finances, and because all ACRL funds are about to be turned over to the parent association, the executive secretary was requested to prepare a factual statement on ACRL finances over the past several years. Here then is the record in simple terms. Round figures are given for ease of comprehension; the exact amounts may easily be found by reference to the financial reports of ALA and ACRL. All dates given refer to August 31 of the year in question, which is the end of the ALA fiscal year.

The main ACRL budget includes estimates of income and expenditures of the headquarters office, net annual cost of COLLEGE AND RESEARCH LIBRARIES, and all other expenses of the Association. Separate budgets control (1) the ACRL Monographs and (2) COLLEGE AND RESEARCH LIBRARIES. Each budget covers the many items of income and expenditure for its publication.

The Monographs have paid their own way. Last year there was a cash deficit of $800 which will be nearly or wholly eliminated by operations this year. Records are kept on a cash basis, therefore the annual financial report does not include the net worth of the Monographs as represented by the value of unsold stock and accounts receivable. The net worth as of July, 1956, is estimated at $2,750. In other words, the Monographs have paid all their own bills, paid the salaries of headquarters staff in proportion to time devoted to this enterprise, and have an approximate value of stock on hand (figured at cost of manufacture, not sales price) and of accounts receivable of $2,750. Furthermore, the Monographs are expected to show a considerable surplus for the next year because four issues, now on hand or with the printer, will be on sale for 7-12 months of the fiscal year.

For the past year the COLLEGE AND RESEARCH LIBRARIES budget has borne a very large percentage of the salary costs of the ACRL publications officer and a clerk-typist. In 1954, advertising, non-member subscriptions and back copy sales brought in $8,800. This figure rose to $10,050 in 1955 and will be approximately $12,250 in 1956. A corresponding income rise is expected for 1957 because for the first time the journal will have the advertising revenue from six issues and full benefit from the recent increase in rate for non-member subscriptions. The net cost of the journal for distribution to the membership was $3,400 in 1954, $3,000 in 1955, and is expected to be $4,700 for 1956. Our practice has been to increase the size, and therefore the cost, of the issues in proportion to the sale of advertising. It is emphasized that Dr. Tauber receives no compensation for his services as editor, and that Columbia University makes an important contribution by free allocation of office space and in other ways. Advertising revenue has increased approximately 1,000 per cent in the last eight years. To state the case somewhat more simply, five issues of *CRL* were

edited, manufactured and distributed to some 5,000 ACRL members last year for a total cost, including headquarters salaries, of $4,700.

The key to ACRL's financial picture lies, of course, in the main budget, which includes the net cost of the journal. ACRL began small in number of members and in income, and grew slowly during the first years. It had cash balances of $8,500 in 1949, $11,500 in 1950, $14,000 in 1952, and a high of $16,800 in 1953. As this balance increased in size it became apparent to the Board of Directors that a broadened program was possible and desirable. ACRL is a service organization and takes no satisfaction in amassing a large bank account. Therefore in the fall of 1953 the ACRL staff was increased from 2.5 to 4 with the expectation that this staff cost would result in severe deficits for several years and might be more than the division could finance indefinitely. The divisional year-end balance decreased to $13,350 in 1954, $8,600 in 1955 and will drop to approximately $6,800 in 1956, according to official May estimates. Of course the ACRL program expanded in many ways other than staff in the past three years. It is a particular satisfaction to report that income will nearly equal expenditure this past year because very large sums have been spent on the Organization Manual and the foundation grants program, which will be self-supporting in 1956/57.

The year now ending is the last during which ACRL will receive support under the ALA formula which has been in operation since 1950. Likewise this is the last year for operation under a divisional budget drawn up by the Board of Directors. During the next few months ACRL will turn over to ALA its current balance of approximately $6,800 as well as Monograph assets estimated at $2,750.

In short, our current financial picture is sound. Our program as well as our costs were nearly doubled in 1953, but the division has been able to build its income sufficiently, without any additional or special aid from ALA, to the point of a nearly balanced budget, and to maintain a reserve for emergencies and special projects.—*Arthur T. Hamlin.*

An Experiment in Catalog Reform

(Continued from page 419)

mon reader. Its complexities are multiplied in a collection that is both government sponsored and heavy with report literature. At present, the U. S. is being removed from all official U. S. corporate entries, and the cards are being refiled under the next word in their heading. For example, U. S. DEPT. OF STATE is being changed to DEPT. OF STATE. An even more drastically direct entry is planned for Air Force headings which will change U. S. AIR FORCE. STRATEGIC AIR COMMAND, for example, to STRATEGIC AIR COMMAND. This treatment is very concisely described by Croxton as "Entry . . . by the smallest significant component."[5] Entry similar to this has been used successfully for some years in the *Air University Periodical Index.*

These are the future plans for the catalog. They call for a great deal more thinking as their full implications are not known nor their pitfalls completely explored. A catalog as big as that of the Air University will make too great a noise if it collapses under ill-considered change. With us, the needs of the catalog as well as those of the public it serves are under continuous scrutiny, and for the rest there is inspiration in the motto of the Air University itself: *Proficimus more irretenti.* This writer prefers to translate it as: We are of service, not being held fast by rules.

[5] F. E. Croxton, "Identification of Technical Reports." In *The Production and Use of Technical Reports,* ed. by Bernard M. Fry and Rev. James J. Kortendick (Washington, D. C.: Catholic University of America Press, 1955), p. 127.

Rolland Stevens New Editor of ACRL Monographs

It is a great pleasure to announce that Rolland E. Stevens has accepted the post of editor of the ACRL Monographs. Mr. Stevens is assistant director of libraries in charge of technical services and professor at Ohio State University, Columbus. On the resignation of David K. Maxfield as editor last spring, Mr. Stevens was appointed acting editor. The permanent appointment was made recently by President Vosper, with the approval of the Publications Committee.

Mr. Stevens received his A.B. degree from Washington University in 1939 and his three professional degrees, including the Ph.D., from the University of Illinois. Prior to going to his present position he was on the library staffs of the University of Rochester and the University of Illinois. A full biographical sketch of Mr. Stevens appeared in *CRL* for January, 1954.

The new editor has won the admiration of his two professional colleagues at ACRL headquarters by his competence as acting editor. During these few months of duty he has demonstrated great editorial competence and devotion to duty. He has a wide knowledge of professional literature and is quick and sound in his analysis of need for new investigation. Both in his criticism of manuscripts and in his suggestions for subjects to be treated he is logical, imaginative, and tactful. His editorial standards are high.

ACRL has been blessed with talented editors for its journal and two publication series. Mr. Maxfield rendered great service in establishing the Monographs on a firm basis. Mr. Stevens possesses the innate talent and professional background for this assignment. With his leadership the Monographs are assured a bright future of service to the profession and esteem among librarians.—*Arthur T. Hamlin, ACRL Executive Secretary.*

Three New ACRL Monographs

Three new Monographs, including Dr. Charles Harvey Brown's long-awaited *Scientific Serials,* have been published by ACRL within the last two months, ending a long period of inactivity in this phase of the ACRL publications program.

Monograph 15 is the proceedings of the 1955 ACRL Building Plans Institutes held at Wayne University and at Rosemont College. Plans of fifteen new libraries are presented verbally and pictorially in this 167-page publication, by far the most ambitious of the Building Institute series. Monograph 15, edited by Walter W. Wright, is printed by offset, paper bound, and is priced at $3.25.

Monograph 16 is Dr. Brown's *Scientific Serials: Characteristics and Lists of Most Cited Publications in Mathematics, Physics, Chemistry, Geology, Physiology, Botany, Zoology, and Entomology.* Out of more than 50,000 citations collected, Dr. Brown analyzes 37,834 citations to 828 serials. But the book is much more than a statistical study: it is the legacy of a rich lifetime of work and study in the area of scientific publications. When this manuscript was received it was apparent that a study of major importance and permanent value had been entrusted to the Monographs, and it was also clear that it should if possible be published in a format which would stand up under the heavy reference use it would receive. When the standing order subscribers to the Monographs were asked whether they would accept *Scientific Serials* as a bound book printed by letterpress, they voted for it five to one. It is a six by nine inch cloth-bound book of 189 pages and is priced at $4.25.

Monograph 17 is the proceedings of the Forty-first Conference of Eastern College Librarians. The subjects were Recruiting Library Personnel and Automation in the Library. The proceedings include seven of the papers read at the conference, introductions by Phillip Benjamin and William S. Dix, chairmen of the two sessions, and bibliographies on recruiting and automation prepared at the University of Pittsburgh Libraries. Monograph 17, edited by Lorena S. Garloch, is a 52-page publication priced at $1.25.—*Samray Smith, ACRL Publications Officer.*

Books Received

Advanced Placement Program. New York: College Entrance Examination Board, 1956. 134p.

African Newspapers Currently Received in Selected American Libraries. Washington: Reference Department, Library of Congress, 1956. 16p.

American College Life as Education in World Outlook. By Howard E. Wilson. Washington: American Council on Education, 1956. 195p. $3.50. (Contains a brief section on the college library in world affairs.)

A Bibliography of African Bibliographies South of the Sahara. Rev. ed. (Grey Bibliographies, No. 6.) Cape Town: South African Library, 1955. 169p. 12/6.

Blakiston's New Gould Medical Dictionary. 2d ed. Editors: N. L. Hoerr and Arthur Osol. New York: McGraw-Hill, 1956. 1,463p. $11.50.

Bound-to-Stay-Bound: The Story of a Book. By Melvin B. Summerfield. Jacksonville, Ill.: New Method Book Bindery, 1956. 61p. illus.

The Development of Public Library Services in the Gold Coast. By Evelyn J. A. Evans. (Library Association Pamphlet No. 14.) London: Library Association, 1956. 32p. 5/- (3/6 to L.A. members).

Dictionary of Latin Literature. By James H. Mantinband. New York: Philosophical Library, 1956. 303p. $7.50.

Historical Atlas. By William H. Shepherd. 8th ed. Pikesville, Md.: Colonial Offset Co., 1956. xii, 226, 115p. $12.50. (Distributed by Barnes and Noble, 105 5th Ave., New York 2.)

The Historical Foundation and Its Treasures. By Thomas Hugh Spence, Jr. Montreat, N.C.: Historical Foundation Publications, 1956. 174p. $2.50.

"A History of the Artificial Satellite." By Alan R. Krull. Reprinted from *Jet Propulsion,* May, 1956, pp.369-83. (A bibliography.)

Humaniora Norvegica: The Year's Work in Norwegian Humanities, 1950. Oslo: Akademisk Forlag, University of Oslo, 1954. 248p. $5.00.

Introduction to Europe: Supplement, 1950-1955. Comp. by Helen F. Conover. Washington: Reference Department, Library of Congress, 1955. 181p. (An annotated bibliography.)

Jefferson's Fine Arts Library for the University of Virginia. By William B. O'Neal. Charlottesville: University of Virginia Press, 1956. 53p.

Know Your Library. Los Angeles: University of California, 1955. 32p.

The Librarian and the Veterans Administration. Washington: Veterans Administration Central Office, 1956. 13p.

List of Publications. Coral Gables: Bureau of Business and Economic Research, University of Miami, 1956. unp.

Manuscripts in the Mitchell Library: A Guide to Their Use. Sydney, 1956. 12p.

Notes on Cataloguing Books in Certain Foreign Languages. (Library Association Pamphlet No. 15.) London: Library Association, 1956.

The Perkins Lectures. By Dexter Perkins. Pasadena, Cal.: Fund for Adult Education, 1956. 65p.

Planning Functional College Housing. By Harold C. Riker. New York: Bureau of Publications, Teachers College, Columbia University, 1956. 240p. $4.50.

Positions in the Field of Reading. By Kathryn I. Dever. New York: Bureau of Publications, Teachers College, Columbia University, 1956. 165p. $4.25.

The Rogue of Publisher's Row: Confessions of a Publisher. By Edward Uhlan. New York: Exposition Press, 1956. 247p. $3.50.

Scottish Newspapers Held in Scottish Libraries. Edinburgh: Scottish Central Library, 1956. 57p.

Self-Demarcating Code Words. By H. P. Luhn. Poughkeepsie, N.Y.: IBM Corporation—Engineering Laboratory, 1956. 84p.

The Southeastern Library Association, 1920-1950. By Mary Edna Anders. Atlanta: Southeastern Library Association, 1956. 58p.

The State and Publicly Supported Libraries. By Fred F. Beach, Ralph M. Dunbar, and Robert F. Will. Washington: U.S. Office of Education, 1956. 85p.

State Government and Administration: A Bibliography. By Dorothy C. Tompkins. Berkeley: Bureau of Public Administration, University of California, 1956. 269p. $6.00.

Studii şi cercetări de bibliologie, I, 1955. [Bucureşti] Biblioteca Academiei Republicii Populare Române, 1955. 420p.

News from the Field

Acquisitions, Gifts, Collections

The University of California in Los Angeles Library is publishing, mimeographed or multilithed to date, a new series of Occasional Papers which is of more than local importance, and available on open exchange to libraries as long as they remain in print. The first (1954, 19p.) was "Acquisitions Policies and Interests of the UCLA Library; A Panel Discussion by Members of the University Administration, Faculty and Library Staff." The papers presented in this panel have merit; but the very idea of such a conference of administration, faculty and library is worthy of careful consideration elsewhere. In 1955 two titles were added to the series—of startling difference, as is perfectly permissible in a miscellany called Occasional Papers. The first of these for 1955, and listed as No. 2 in the series, was "A Glossary of Russian Terminology used in Bibliographies and Library Science," compiled by Dimitry M. Krassovsky (19p.). Alphabetical arrangement is by Russian rather than English, probably the more frequently used approach. Professor Krassovsky holds a divided appointment at UCLA, teaching in the Slavic Languages Department and serving as Slavic Bibliographer in the Library. The utility of his glossary in bibliographical work is self-evident and has been tested in several libraries which have acquired it. No. 3 was edited by Lawrence Clark Powell: "Libraries in the Southwest; Their Growth—Strength—Needs." This one (70p., in a stapled binding with heavy stock cover, attractively designed) grew out of the papers presented at a conference of librarians and writers, co-sponsored by the Rockefeller Foundation, Occidental College and the California Library Association. It was reviewed as to content in the July issue of *CRL*.

Appropriately, one of the papers, by Fernando Pesqueira—northern Mexico is a part of this new Southwest—was given in Spanish and is published in that language, together with an English summary. The latest of UCLA's Occasional Papers (No. 4, 1956, 53p., stapled) is an inventory of "The Papers of Cornelius Cole and the Cole Family, 1833-1943," arranged, annotated and indexed by Elmo R. Richardson. Calendars of family papers which are finally deposited in the West are apt to be of value to historians of the United States, not solely of interest to western historians. The Cole Papers constitute such an example, because the family originated in New York and participated in the opening of the West. The central figure, Cornelius Cole, was important to California, but he was also a national political figure during his amazingly long life (1822-1924).

It is evident that the publishers of the UCLA Library Occasional Papers have no rigid specifications, except, perhaps, that their series will be pertinent to librarianship or bibliography. As is true of the Occasional Papers of the University of Illinois Library School, one must watch this new series closely or risk missing work of considerable significance.

One of the finest and most valuable private libraries in the San Francisco Bay Area, including an outstanding collection of the works of Horace, has been received by the General Library of the University of California at Berkeley from the estate of James K. Moffitt, of Piedmont, California, former regent of the university who died in August, 1955. The collection, to be known as the Pauline Fore Moffitt Library, was left as a memorial to Mr. Moffitt's late wife. From the approximately 5,000 volumes left to the University of California Library, nearly 1,500 have been selected for the Rare Books Department.

Mr. Moffitt was interested primarily in Horace and Virgil and the works of the early Italian humanists. In more than half a century of book collecting he brought together over 350 editions of the poet's works; among them four manuscripts from the fourteenth and fifteenth centuries, 24 incunabula, and over 100 editions printed in the sixteenth century.

The University of Kansas Medical Center has acquired a collection of over six hundred items on the European development of an-

esthesia from the library of Dr. T. P. C. Kirkpatrick of Dublin. This complements the Logan Clendening anesthesia collection which deals largely with the discovery and growth of anesthesia in the United States.

The Northwestern University Library has announced the acquisition of a collection of original cartoons by John T. McCutcheon, Chicago cartoonist who attained an international reputation for his craftsmanship and for his provocative approach to the issues of the day. The gift of Mrs. McCutcheon, the collection includes a total of 433 cartoons, of which 314 are in Deering Library and 92 in the Journalism Library. They represent McCutcheon's work over a period of more than thirty years. McCutcheon worked professionally as a cartoonist on Chicago papers from 1889 to 1946, the last 43 years with the *Tribune*. He was the winner of the Pulitzer prize for cartoons in 1931, and the recipient of many honorary degrees, among them a D.H.L. from Northwestern.

Buildings

Construction of a new library building on the Tabor College campus in Hillsboro, Kan. has begun. The architects are English, Miller and Hockett of Hutchinson. In addition to spacious reading and stack areas, the new library will contain conference, seminar, and staff rooms, cataloging and reference areas, and a church archives room.

Bids for the construction and furnishing of the new University of Kansas Medical Center Library have come in well under the half-million dollar legislature appropriation. The new library will be connected with the main group of Medical Center buildings on the Kansas City, Kan., campus. It will provide co-ordinated quarters for the collections in medicine, social welfare, and the Logan Clendening library of the history of medicine. If construction proceeds on schedule, the new medical library should be completed and occupied in about 400 working days.

November 7, 1955, marked the opening day of the attractive and functional new modular library at Washburn University, Topeka, Kan. The library occupies the west wing of the Margaret Mulvane Morgan Memorial Building. The building, designed by Williamson and Loebsack, Topeka architects, was dedicated February 5, 1956.

The library wing has 11,996 square feet. The reading room has excellent lighting: northern window exposure and combined louvred and indirect fluorescent lighting. A cheerful, informal atmosphere is created by soft green walls, blond maple furniture, and browsing and periodical alcoves. Green is the predominant color in the well-lighted, spacious processing area on the south. Space is provided for approximately 120,000 volumes in the three stack levels, the reading room, and the second-floor area where free-standing stacks can be added later. With the exception of the reserve and unbound periodicals sections, all stack areas are open to the public.

The new library of the John Brown University, Siloam Springs, Ark., was dedicated on April 8. Dr. Gordon Palmer, formerly president of the Eastern Baptist Theological Seminary, Philadelphia, and now a prominent clergyman in Los Angeles, gave the address. The building has a total floor space of 14,000 square feet. One special feature is the audio-visual projection room equipped with a small stage and built-in screen served by a projection booth located in the adjoining audio-visual educational library and work room.

Publications

The American Council on Education has issued the seventh edition of *American Universities and Colleges,* edited by Mary Irwin (1956, 1210p., $12), and the fourth edition of *American Junior Colleges*, edited by Jesse P. Bogue (1956, 584p., $8). In the Irwin volume descriptive data on 969 accredited universities and colleges in the United States, Alaska, Hawaii, and Puerto Rico—72 new accreditations since the 1952 edition—are given. There are brief data on 2,016 approved professional schools in 23 fields. As in earlier editions, there are chapters on the administration and organization of higher education in the United States. The Bogue volume contains data on 531 accredited junior colleges—including 51 new institutions since the third edition. It includes chapters on the history, objectives and legal status of junior colleges.

Medical librarians in particular, and reference librarians generally, will want to examine *Medical Research: A Midcentury Survey* (2 vols., 1955, published by Little, Brown

for the American Foundation, $15). The relationship between research and the development of medicine is stressed.

Volume 8 of *Studies in Bibliography,* the papers of the Bibliographical Society of Virginia, edited by Fredson Bowers, has appeared (Charlottesville, Va., 1956, 272p., $6). Included are eight papers on works of Shakespeare and studies on John Webster, Fletcher and his collaborators, the British Museum manuscript of *De Prudentia,* the King's Printing Office, 1680-1730, Simms's First Magazine: *The Album,* the writings of John William De Forest, the unrevised galleys of Faulkner's *Sanctuary,* variants in the 1479 edition of Aristotle's Ethics, a volume from the library of Sebald Pirckheimer, John Stow's editions of two works by Skelton, William Barley: Elizabethan printer and bookseller, George Sandys' Ovid, patterns in press figures, Hawthorne's income from *The Token,* John Esten Cooke on publishing, and Walt Whitman's correspondence with Whitelaw Reid. The selective list of bibliographical scholarship for 1954, by Rudolf Hirsch and Howell J. Heaney, also is included.

Copies of the 1955 cumulation of *New Serial Titles* were sent to subscribers in the middle of March, considerably earlier than annual cumulations have appeared previously. *New Serial Titles* lists and locates in American and Canadian libraries the serial publications that have started publication since the beginning of 1950. That 1955 was a year of extraordinary growth for the publication may be seen in the table.

	1954 Cumulation	1955 Cumulation	Increase
No. of contributing libraries	162	203	26%
No. of pages ...	376	659	75%
No. of entries ..	20,650	35,475	71%

In addition to the 659 pages constituting the main list, a new section called "Changes in Serials" is included at the end of the work, listing hundreds of recent changes of title, supersedures, suspensions, cessations, and the like.

The Five-Year Index, 1950-55, summarizes the entries in the five latest volumes of *American Book-Prices Current.* The entries are carefully articulated according to date, issue, and condition, and important information which helps to relate and clarify prices is given where necessary. *The Five-Year Index* is edited by Edward Lazare and published by Edward and Ramona J. Lazare at 509 Fifth Avenue, New York 17.

Institutes and Seminars

"The Library Collection—What It Is and How It Develops" will be the subject of an institute to be conducted by the University of Illinois Library School and the University Extension Division at Allerton House, Monticello, Illinois, November 11-14, 1956. Planned primarily for the librarians in small and medium-sized public libraries in the Middle West, the institute is open to anyone interested in the selection of the myriad materials which together constitute the collection of the twentieth-century publicly-supported library. Leaders from the library field, library education, and the book trade will discuss such topics as the considerations governing the development of book collections for adults and children, the place of paperbounds in the library collection, the selection of films and other audio-visual materials, periodicals and documents in the public library, the jobber and the librarian, the role of the state library, and censorship.

The Institute Planning Committee consists of Thelma Eaton, Frances B. Jenkins, Harold Lancour, and Donald E. Strout, chairman. For more complete information write to Mr. Strout, University of Illinois Library School, Urbana, Illinois.

Western Reserve University School of Library Science will offer four series of seminars during the 1956-57 academic year: October 29–November 2, 1956, Machine Literature Searching, Operations Research Approach, and Theory of Classification; February 4-8, 1957, Documentation Survey, Machine Aids to Librarianship, Special Libraries; May 20-24, 1957, Machine Literature Searching, Special Libraries, and Report Writing; Summer, 1957, a two-week intensive seminar including all of the above courses. For information write to Dr. Jesse H. Shera, Dean, School of Library Science, Western Reserve University, Cleveland 6, Ohio.

Personnel

SUSAN M. HASKINS on July 1, 1956, became the first woman officer in the 320 years of the history of the Harvard College Library. Her new title is Associate Librarian for Cataloging in the College Library.

SUSAN M. HASKINS

At Mount Holyoke College she had majored in German and had also taken Greek, Latin, and Italian. Her knowledge of languages provided the occasion for T. Franklin Currier, upon her graduation in 1929, to have her join his staff in the Widener catalog department as the cataloger for German language and literature as well as for Greek and Latin. At Harvard she came strongly under the influence of Currier, a past master in the art of organization, and still more strongly of his gifted assistant, Mildred Tucker, who was adept at training young catalogers. After seven years of excellent experience, Miss Haskins was awarded a Carnegie Scholarship in 1936 and spent the year 1936-37 studying at the University of Michigan Department of Library Science. In Ann Arbor Margaret Mann was the great attraction for her. She wrote back enthusiastically to Currier saying: "I have enjoyed Miss Mann more than I can say and she has been so nice to me. We have got very well acquainted. By the time I get through I shall have taken all her courses except the elementary cataloging. I seem to be attending 'Miss Mann's Library School.'" There was good reason for the two to get along well together: they were similar in spirit—they were even similar in appearance and walk. In fact Miss Haskins is the Margaret Mann of the present generation, though she was profoundly influenced by Mildred Tucker and T. Franklin Currier as well as by Margaret Mann.

On her return from Ann Arbor, Currier put Miss Haskins in charge of the development of a union catalog for Harvard as well as in charge in cataloging for departmental libraries. In 1942 she became head cataloger and carried out the reorganization of the catalog department which had hitherto been operated along subject lines, a plan which broke down with the numerous staff changes that took place during the war. The next years were devoted to the constant process of making the most of a staff composed largely of Navy wives and others who found themselves transferred to the Boston area. Despite the lack of experienced career staff, Miss Haskins not only kept abreast of the current work but also organized tremendous cataloging drives in which a good three-fourths of the arrears of cataloging in Widener disappeared.

In 1949-50 she was granted leave of absence to become head of the catalog unit in the United Nations Library at Lake Success. There she helped Carl Milam with the reorganization of that library and once more developed the staff to work off large quantities of cataloging arrears. The catalog unit manual which she prepared was part of her contribution to the work of the United Nations Library.

Her new title is a recognition of the fine work she has already done in running the catalog department at Widener so capably for the past fifteen years. Many cataloging traditions have been set in the Harvard College Library, from the introduction of the card catalog a hundred years ago down to Currier's development of the system of preliminary cataloging. As the first women officer in the Harvard College Library and as the first woman to be the acknowledged head of its cataloging, Miss Haskins will uphold these traditions and will add to the reputation she has already made as an able administrator, one who is constantly alert for new methods for prompt, economical, and effective cataloging.—*Andrew D. Osborn.*

GERTRUDE L. ANNAN is the new librarian of the New York Academy of Medicine, succeeding JANET DOE, who is retiring. Miss Annan has been associate librarian for the past three years and previous to that was

curator of the Malloch Rare Book and History Room of the Academy Library. Miss Annan is noted among bibliographers and medical historians for her scholarly contributions to professional periodicals, as well as among medical librarians for her invaluable advice and cheerful assistance to newcomers to the field. She has been active on many committees of the Medical Library Association, and she brings to her new position broad experience in library practice and in library administration.

Miss Doe is retiring from her position as librarian after thirty years of extraordinary service to the New York Academy of Medicine and to the library profession. Her outstanding leadership has won her recognition in many forms. She has served as president of the Medical Library Association and as a member of the committee which surveyed the Armed Forces Medical Library. She was presented with the Marcia C. Noyes Award for outstanding achievement in medical librarianship. Among her many notable professional contributions are her bibliography of Ambroise Paré and her editorship of two editions of the *Handbook of Medical Library Practice.*

LLOYD A. BROWN, formerly director of the Peabody Institute Library in Baltimore, took up his new duties as associate director of the Chicago Historical Society on June 1.

Mr. Brown, a native of Rhode Island but a graduate of the University of Michigan, began his career as a bibliophile by starting a rare book business. This he gave up when he was appointed curator of maps in the William L. Clements Library in 1936. While there he published his *Notes on the Care and Cataloguing of Old Maps* (1941) which has become a classic in that field. He also edited the *Revolutionary War Journals of Henry Dearborn* (1939). He contributed to the *Dictionary of American History* and was a consultant for the *Atlas of American History.*

In 1942 Mr. Brown was appointed to head the Peabody Institute Library, where he established a collection of rare books and developed the reference collections. He also served as an instructor in geography and lecturer in cartography at Johns Hopkins University. In this period he wrote his monumental *The Story of Maps* (1949), a scholarly work that also has become popular. He was one of the organizers of the extraordinary exhibition of maps held at the Baltimore Museum of Art in 1952 and wrote part of the catalog. Mr. Brown is a member of the Bibliographical Society of America, Association of American Geographers, the American Congress on Surveying and Mapping, Maryland Historical Society, Grolier Club and Club of Odd Volumes.—*Howard Packham.*

WILLIAM BERNARD READY, assistant director for acquisition in the Stanford University Libraries and lecturer in bibliography, left Stanford on July 1 to become librarian of Marquette University in Milwaukee.

W. B. READY

Mr. Ready, born in Cardiff, Wales, was educated at the University of Wales, Oxford University, and the University of Manitoba. He served with the British Army in Africa and Italy during the second World War and was discharged with the rank of major. He has published short stories and articles in *Atlantic Monthly, Saturday Evening Post, Tomorrow,* and other journals, and a collection of his stories, *The Great Disciple,* appeared in 1951. Before coming to Stanford he taught at the University of Manitoba, the College of St. Thomas and the University of California School of Librarianship. He was appointed chief acquisition librarian in 1951, lecturer in bibliography in 1952, and assistant director for acquisition in 1954. He has also taught part-time in Stanford's Creative Writing Center.

As a librarian, Mr. Ready is distinguished by his extraordinary knowledge of books, his clear sense of the academic point of view, and his enthusiastic appreciation of the opportunities and responsibilities of the library in serving the university. While at Stanford he contributed greatly to the building of the collections, to the improvement of faculty and student relations with the library, to the increase of the gift program,

and to the establishment of such special programs as the Intermezzo talks and films. The entire faculty and library staff have been gratefully aware of his good work during these five years at Stanford and now join in wishing him every success in his new venture.—*R. C. Swank.*

JOHN CARSON RATHER assumed his duties as associate director of the University of Buffalo Library on June 1. He goes to his new position from his assignment as research assistant in the School of Library Service, Columbia University, where he has been during the past two years.

JOHN RATHER

A graduate of Amherst College (1942) and of the School of Library Service (M.S., 1951), Mr. Rather has been working on his doctorate in library science at Columbia. He has completed his course requirements and is engaged in completing his dissertation on "Mobility of Librarians in the United States."

Prior to coming into librarianship, Mr. Rather was an editor on the *Chess Review, Travel Magazine,* and *Medical Economics.* He has continued his editorial interests as an assistant to the editor of COLLEGE AND RESEARCH LIBRARIES during 1954-56.

After completion of the first year's work in the School of Library Service, Mr. Rather went to the Library of Congress as one of the selected internes. After a year of orientation, he worked in the Descriptive Cataloging Division during 1952-53. He later became senior descriptive cataloger in the Languages Section.

Alert, imaginative, and possessing considerable analytical ability, Mr. Rather should be a strong addition to the University of Buffalo staff.—*M.F.T.*

WYMAN PARKER, librarian of the University of Cincinnati for the past five years, will assume the librarianship of Wesleyan University in Middletown, Conn., in September, 1956. Mr. Parker has provided strong and distinguished leadership among the university librarians of the Ohio Valley during his tenure at the University of Cincinnati (see COLLEGE AND RESEARCH LIBRARIES, XIII (1950), 82-83). At the same time he has maintained a consistent interest in the library problems of the undergraduate liberal arts college. As a New Englander and as a librarian who has enjoyed unusual success in college work in the past, Mr. Parker will find a congenial and challenging atmosphere in this outstanding eastern college.—*L.S.T.*

GASTON LITTON, archivist of the University of Oklahoma, was inducted into the Oklahoma Hall of Fame November 16, 1955. He was elected on the basis of "his outstanding pioneering work in the discovery and preservation of records reflecting the history and contemporary life of Oklahoma, and for services which he has given to his country as a library specialist in Central and South America."

A graduate of the University of Oklahoma Library School, Dr. Litton holds the Ph.D. degree from Georgetown University. He served on the staff of the National Archives from 1937 to 1945. He represented the American Library Association in 1945 as a member of a commission of three to advise on the modernization of the National Library of Brazil. His service in Latin America has included positions as librarian of the National University of Panama, director-general of the American Library of Nicaragua, technical consultant to the State Library of Paraná, Brazil, and visiting professor of library science at the University of Paraná,

Early in World War II he served as special field representative of the National Archives and consultant to the Army and Navy departments on records in the Caribbean area. Later, in New York and Chicago, his work on the survey and disposal of useless papers in the various federal agencies resulted in major economies in space and filing equipment. This won him a commendation from the Archivist of the United States.

Since 1948 Dr. Litton has served the University of Oklahoma as archivist. He originated and carried out a program to assemble archival materials for student and faculty research in various fields of the social sciences, as they reflect Oklahoma.

Appointments

MILTON ABRAMS is the head librarian of the Utah State Agricultural College Library in Logan. He had been assistant librarian.

KENNETH S. ALLEN is acquisitions librarian, University of Washington Library.

MARY H. BASSETT, who had been assistant librarian at Lynchburg College, succeeded MRS. ANNE COOGAN CATALIN as librarian on July 1.

MRS. ALICE GOOGE BAUER is head of technical processes in the University of West Virginia Library.

MRS. DOROTHY L. BEATTIE is now librarian of the Hudson Valley Technical Institute in Troy, N. Y.

REX BECKHAM, intern in administration at the University of California (Berkeley) Library the past year, has been named anthropology librarian.

ROBERT S. BRAY, formerly deputy chief of the Technical Information Division of the Library of Congress, is now chief.

MARGARET L. CHAPMAN, formerly assistant law librarian of the University of North Carolina at Chapel Hill, is now head of the Reference and Bibliography Room of the University of Florida.

JACK A. CLARKE, formerly librarian of Doane College, Crete, Nebraska, is now assistant librarian in charge of social science and reference service in the University of Wisconsin Library.

CHARLES C. COLBY, III, formerly medical librarian of the University of Missouri, is now librarian of the Boston Medical Library.

JACK DALTON, librarian of the University of Virginia, has been appointed director of the new ALA Office for Overseas Library Development. The Office, established under a Rockefeller grant, will have as its function the study and investigation of the state of library development and the need of library education in foreign countries. Mr. Dalton, one of the outstanding librarians of the country and recipient in 1954 of the Lippincott Award for his contributions to librarianship, will spend several months of each year in foreign travel and first hand observation.

ROBERT L. GITLER, director of the Japan Library School at Keio University, Tokyo, since 1951, becomes secretary of the ALA Board of Education for Librarianship and executive secretary of the Library Education Division on November 1, 1956.

ELIZABETH W. GILLIES, librarian of the Fidelity Mutual Life Insurance Company in Philadelphia since 1945, is now assistant librarian in charge of the Social Science Room at the University of Florida.

MRS. HELEN HARRIS is now librarian of Mary Baldwin College, Staunton, Virginia.

W. STANLEY HOOLE, librarian of the University of Alabama, has a Fulbright Special Category Award for research in the United Kingdom, September-May, 1956-1957. He will study the administration and operation of "further education colleges" in England, Scotland, Wales, and Northern Ireland.

MYRTLE HOUGHAN, formerly librarian at Baker University, Baldwin, Kansas, has joined the staff of the Topeka Public Library.

BROOKS A. JENKINS became the new librarian of Willamette University, Salem, Oregon, on August 1.

PAUL L. KNAPP is now librarian of the Ohio Oil Company, Littleton, Colorado.

JUNE KOSTYK has been promoted from assistant in the Technical Processes Department of the University of Florida to assistant in charge of the Science Room.

MRS. IRENE P. LECOMPTE, formerly assistant librarian of the Fine Arts Library of the University of Pennsylvania, is now a member of the reference staff of the Sullivan Memorial Library, Temple University.

MARCUS A. MCCORISON is now head of the rare books department in the Baker Library, Dartmouth College.

MARY E. MCCORMICK has succeeded Myrtle Houghan as librarian of Baker University, Baldwin, Kansas.

CECILIA MCFADDEN is now head of the reference and circulation services of the University of California Medical Center Library.

JOHN P. MCGOWAN, formerly engineering librarian at New York University, is now librarian of the Northwestern University Technological Institute.

SIDNEY MATTHEWS is acquisitions librarian

and assistant professor of library administration, Ohio State University.

JESSE C. MILLS, lately head of the reserve book department, University of Pennsylvania Library, has been appointed head of the circulation department.

CHRISTINE REB, formerly serials cataloger at the University of Maryland, is now head of the reference department, University of Chicago Library.

KENNETH SODERLAND, serials cataloger at the Library of Congress, has become head of the cataloging department, University of Chicago Library.

WITOLD S. SWORAKOWSKI, formerly curator of the eastern European collection at the Hoover Library on War, Revolution, and Peace, Stanford University, is now assistant director of the library.

ALPHONSE F. TREZZA, since 1950 head of the circulation department, University of Pennsylvania, is now executive secretary, Catholic Library Association, with offices at Villanova University.

The Technical Information Library of the Bell Telephone Laboratories, Murray Hill, N.J., reports the following appointments: EVA M. CARDEMONE, librarian, West Street Library; M. LEONE COAKLEY, technical reports librarian, Whippany Library; LORETTA J. KIERSKY, librarian, central technical processes; ROBERT O. STANTON, librarian, Murray Hill; and INGRID B. WAGNER, indexer-literature searcher, Murray Hill.

Retirements

WINIFRED VER NOOY, reference librarian in the University of Chicago Library and instructor in the Graduate Library School, retired on July 31, 1956, after forty-two years of service to the university community and to scholars throughout the country. Miss Ver Nooy received her Ph.B. from the University of Chicago in 1912 and joined the library staff on October 1 of that year. Except for a two-year leave in 1913-15, during which time she received her professional degree from the New York State Library School, she has ever since been on active duty (to use a manifest understatement) for the library.

In her post as reference librarian she has aided thousands of students and hundreds of faculty members, as well as numerous visiting scholars, in solving their bibliographical and research problems. These "clients" have carried throughout the country her reputation as an obliging, resourceful, and utterly indefatigable handmaiden to scholarship. Her teaching activities have been formal as well as informal. She has taught at the University of Illinois Library School in addition to her part-time service for many years on the faculty of the Graduate Library School. In addition, she has been active in a variety of professional organizations and has served as president of ACRL, the Illinois Library Association, and the Chicago Library Club.

Following her retirement, Miss Ver Nooy will divide her time between her homes in Chicago and in North Carolina. Her life will hardly be inactive, however, for she has on hand a number of research and bibliographical tasks that will keep her busy and will utilize the skills and knowledge she has acquired in forty-two years of devoted reference service.—*Herman Fussler.*

ADELE WHITNEY, a member of the staff of the University of Chicago Library for twenty-eight years, and head of the cataloging department since 1943, retired on July 31, 1956. An alumna of the University of Chicago (Ph.B., 1913), Miss Whitney returned to Chicago in 1928 after receiving her professional degree from the University of Illinois.

Miss Whitney will turn over to her successor a department with no appreciable cataloging arrearages—a circumstance which makes it possibly unique among the cataloging departments of the larger American university libraries. This achievement, together with the comparatively high production and low cost-per-volume-cataloged rates of the department, is attributable in large part to Miss Whitney's devoted professional interest, high standards, and administrative ability. The impact of her work and that of her associates may be gauged by noting that during her

period of service over one million volumes have passed through the cataloging department in the process of being added to the library, and that she herself has supervised the cataloging and subject analysis of over a quarter of the university's present book resources.

Miss Whitney has served on numerous professional committees and was president of the Chicago Regional Group of Catalogers and Classifiers in 1940-41. She will continue to live in Chicago after her retirement, but she expects to spend a good part of her time traveling in this country and aboard.—*Herman Fussler.*

At the end of this year, on June 30, LUCILE MARSHALL ELLIOTT retired after 33 years of service to the University of North Carolina Law Library and to the profession of law librarianship; but between now and then she will undertake, in England, one more major project on the library's behalf.

As secretary-librarian of the Law School (1923-1927), as law librarian (1927-1955) and as legal bibliographer (1955-56), Lucile Elliott has been the driving force in building a truly important law library on this campus. As a member and officer (president, 1953-54) of the American Association of Law Libraries, she has shared with other librarians in the United States the benefit of her experience and has gleaned from them whatever she could apply to her job in Chapel Hill. Her persistence, rugged strength and creative vision have all been poured into the task.

During the current year, after surrendering her administrative responsibilities in the law library to her successor, she has brought to conclusion the collection of the session laws of the states, a project on which she collaborated with Professor William S. Jenkins for some twenty years. And concurrently she has been making a careful bibliographical study of the Anglo-American code.

Today she leaves Chapel Hill for New York and London, armed with her want-lists and with funds provided by the Friends of the Library and by Alumni Annual Giving, to scour the British bookstores. She will seek out the cornerstones—source material and bibliographical aids—to give the library distinction in early English law; and in the doing she will also establish relations with the English book trade to facilitate our further collecting in the basic field of legal history. After her terminal vacation and retirement, she joins her sister and brother-in-law for a period of residence abroad.

We wish Miss Elliott bon voyage, good book-hunting, happy holidays and a safe return to Chapel Hill.—*Andrew H. Horn.*

GLADYS YOUNG LESLIE retired from the librarianship of the Bennington College Library on March 15, 1956. Mrs. Leslie was appointed librarian at Bennington in 1931, before the college, which will observe its twenty-fifth anniversary next year, accepted its first class. Previously she had been a branch librarian and Supervisor of Training at the New York Public Library. At Bennington Mrs. Leslie has been entirely responsible for building a well balanced and mature book collection and for the efficient and friendly operation of the Library. She is a thoroughly professional and truly expert librarian and has been a trusted adviser to every Bennington College student and faculty member.

Bennington expects to mark its twenty-fifth anniversary by the construction of a new library and Mrs. Leslie has consented to act as a consultant in planning this building.

LAURA I. MAKEPEACE, who has been a member of the Colorado A & M College Library staff since September 1, 1918, and executive librarian since 1943, has retired from regular work as of July 1, 1956, although she will be working in the library on "modified service" for 1956-57. Miss Makepeace secured a certificate from the Wisconsin library school in 1928 and her Master's degree from the Department of Librarianship of the University of Michigan in 1941. Her undergraduate training was secured at Colorado A & M. During 1948-49 while on leave from the college she visited libraries in New Zealand and spent six months as in-service training officer of the State Library of Tasmania in Hobart, Australia. During 1949 she was vice-president and during 1950 president of the Colorado Library Association. In 1952-53 she was Treasurer of the Mountain-Plains Library Association and served at other times as a member of the executive committee of that association. She was a member of the committee

that in 1950 made a study of the services of the U. S. Department of Agriculture library. At present she is occupied with the preparation of a bibliography on rabbits which will probably be issued by the Bibliographical Center at Denver.

Mrs. Irene Coons Reese, Senior Social Science Librarian and instructor in courses for teacher-librarians at Colorado A & M College, has retired from the staff of the college library as of June 15, 1956, a few years in advance of her required retirement time. Appointed to the staff on September 1, 1931, following her graduation from Columbia, she has served 25 years with the one library. Secretary of the Colorado Library Association in 1950 and chairman of the Northern Colorado–Southern Wyoming Library Association in 1952, she served in many other capacities in regional library affairs. She married Mr. Otie Reese in 1955 and will continue to live in Fort Collins, Colorado.

Agatha Brown retired from the staff of the University of Maryland Library on January 16. Miss Brown held the rank of associate librarian. She joined the staff in the Catalog Department on October 1, 1948 and specialized in processing books in foreign languages. She came to the University of Maryland from the Theological Seminary Library, Princeton, New Jersey. Since July 1, 1955, Miss Brown has had charge of the Music Collection.

Necrology

Harold G. Russell, associate professor and assistant director of libraries at the University of Minnesota, died on April 24, 1956. Russell was born in Potsdam, New York, November 5, 1889. After obtaining his bachelor's degree from Hobart College, he went on to obtain a professional degree in library science at the New York State Library School, Albany, in 1917.

Russell's professional career began as an assistant in book selection for the New York State Library, followed by a period of military service during which he organized the library at the U. S. Marine barracks at Parris Island, South Carolina. In 1919 he came to the University of Minnesota as head of the library's circulation department. In 1921 he began an eleven-year period of service as head of the library's order and binding department. From 1932 to 1952 Russell was chief reference librarian for the university. In October, 1952, he was appointed assistant director of libraries for collections and bibliographic services.

In 1924 Russell began teaching library science, and served as instructor and assistant professor from 1924 to 1944. Since 1944 his rank had been that of Associate Professor. Under Frank K. Walter and E. W. McDiarmid, Russell served as the senior department head in the library's organization.

Throughout his professional career, Russell was active in local, state, and national library associations. For the American Library Association he served respectively on the Membership Committee, the Nominating Committee, and as a member of the Council since 1950. In 1930-40 he was chairman of the committee to revise the Interlibrary Loan Code for the Association. Russell's work for the ACRL included active participation in discussion meetings sponsored by this group and the chairmanship of the Committee on Needed Reference Tools.

Russell's career was characterized by a selfless devotion to the highest traditions of the profession of librarianship. His ideals for library service at the University of Minnesota and his influence among his former students who have gone on to library positions elsewhere will continue for many years to come.

John Archer, retired superintendent of printing and binding in the New York Public Library, died on February 16, 1956, at the age of 69. Mr. Archer was an authority on the care and repair of books and was the coauthor of a standard work on the subject.

Dorothy Charles, editor of the *Inter-*

national Index and former president of the ALA Division of Cataloging and Classification, died on Sept. 2, 1956, in West Englewood, N. J.

Miss Charles received her library degree from the University of Michigan, and subsequently held cataloging posts in Milwaukee, Wilkes-Barre, the Indiana State Library, and the University of Southern California. She also had held positions on the faculties of the library schools at the University of Southern California, the University of Denver, and the University of Chicago.

Prior to her editorship of the *International Index,* Miss Charles was editor of the *Bibliographic Index*. From 1949 to 1955 she was a member of the CNLA, and was a member of the ALA Council from 1952 to 1956.

BAYLESS HARDIN, secretary of the Kentucky Historical Society in Frankfort, died in an automobile accident on April 15, 1956.

ALICE NEWMAN HAYS, associate librarian emeritus of Stanford University, died on June 2, 1956. Miss Hays served the Stanford libraries for 39 years before her retirement in 1940.

FREDERICK HICKS, librarian emeritus of the Yale Law School, died on April 30, 1956, at the age of eighty.

HAROLD A. MATTICE, retired chief of the New York Public Library's Division of Orientalia, died on March 10.

CHARLES W. SMITH, librarian emeritus of the University of Washington, died July 5.

MARY FRANCES SMITH, librarian of Centenary College, Shreveport, La., died on February 5, at the age of 45.

JULIA WOLD, assistant librarian in charge of the Science Room of the University of Florida Library, died on May 18.

Foreign Libraries

JOHANN GANS, retired director of the University of Vienna Library, died on February 27 at the age of 69.

HERMAN LIEBAERS has been appointed librarian of the Bibliothèque Royale in Brussels.

FRITZ PRINZHORN is librarian of the German Foreign Office in Bonn.

FRIEDRICH SCHMIDT-KÜNSEMÜLLER became librarian of the Stadtbibliothek in Mainz on July 1, 1956.

DR. EUGEN STOLLREITHER, director emeritus of the University of Erlangen Library, died on April 6, 1956.

University of Kansas Library TV Series

At the University of Kansas, the Library is participating in a series of spot TV programs being produced under the auspices of the Radio and Television Area, an inter-departmental academic program. These short reports to the public each consist of six slides with accompanying one-minute script designed to inform the TV audience of some significant aspect of the way the university works. Each week a new script and slide series is sent out free of charge to all Kansas TV stations and the four stations in Missouri, where they are being used for fill-in announcements and as part of regular news programs.

Besides the latest program featuring the KU Undergraduate Library, other programs have been concerned with such matters as the mock trials in the Law School, the Harry Kurdian exhibit of Armenian silver in the Art Museum, a polio recovery in the campus hospital, and even an academic paper from the Museum of Natural History on the taxonomy of the shrew. Other library features on the Physical Sciences Library, the exchange operation, and the rare books program are planned for the future.

Review Articles

Bibliotheca Walleriana

Bibliotheca Walleriana, the Books Illustrating the History of Medicine and Science Collected by Dr. Erik Waller and Bequeathed to the Library of the Royal University of Uppsala. A catalogue compiled by Hans Sallander. Stockholm: Almqvist and Wiksell, 1955. 2 v. (Acta Bibliothecae R. Universitatis Upsaliensis v. VIII-IX) Sw.Kr. 200.

Now that the catalog of this remarkable collection of some 21,000 volumes has been published, it is not an exaggeration to say that this is a bibliographical event of a high order. The catalog presents a collection the possession of which has made Uppsala one of the world's centers for research in the history of medicine and science.

The material has been classified systematically. The list of 150 incunabula is followed by the main section, medicine, subdivided into veterinary medicine and dentistry. This material forms volume 1 and includes some 10,800 items. Volume 2, with some 10,000 additional items, is arranged in the following sections: natural sciences in general, chemistry (including alchemy), physics, botany, zoology, astronomy, other natural sciences; history of science in general, history of medicine, and history of natural sciences; biography (general) and biography (special); bibliography, with a sub-section, literature on autographs; and finally, miscellaneous. The largest sections in this second volume are those of history of medicine, with about 3,000 items; biography, about 2,300 items; and bibliography, over 1,300 items.

The material has been arranged alphabetically, with the one exception that works of some of the most important authors whose production has been treated in modern bibliographies were classified in accordance with the bibliographical treatment concerned, and under the numbers there established. For instance, the comprehensive Hippocrates collection has been arranged in accordance with the catalog of the British Museum.

The titles are given in full. Printers' and publishers' names are indicated for imprints prior to 1700. There are detailed data on number of pages, type pages unnumbered or paginated by a special method, illustrations, number of plates, and supplementary material, if any. Information, when considered of interest, is given in a special type of print, e.g. references to bibliographies, data on provenience, etc. The volume ends with an extremely detailed general index to the entire catalog. The catalog is written in English and contains 56 full-page plates, including 8 color plates. The format is 182x260 mm.

The catalog of the Bibliotheca Walleriana will be welcomed as a valuable reference work by librarians, scholars, book collectors and booksellers. In addition to reliable bibliographic information, the comprehensive index with thousands of entries refers to the literature of a variety of fields in the area of medicine and historical research. No reference library attempting to cover these fields can afford to pass up these volumes.—*T. P. Fleming, Columbia University.*

Future of the Book

The Future of the Book: Implications of the Newer Developments in Communication. Papers Presented Before the Twentieth Annual Conference of the Graduate Library School of the University of Chicago, June 20-24, 1955. Edited by Lester Asheim. Chicago: University of Chicago, Graduate Library School [c1955]. 105 p. $3.75. Published originally in *Library Quarterly,* October 1955.

The subtitle of this collection gives a better indication of its content than does the more provocative wording, "The Future of the Book," for in the main the ten authors do not indulge in prophecy but derive opinions from careful study of past and present realities: they have used the microscope rather

than the telescope. Each contributor has taken a different point of view so that various aspects are placed under scrutiny.

Howard Winger surveys the role the book has played in society, showing its role in the public diffusion of knowledge, specifically in competition with the spoken word. He traces the forms of books through their long history and connects such changes with functional requirements.

Thompson Webb obviously loves fine printing but he is also a realist concerned with prices of books, particularly in small editions. He discusses the methods available for cheap reproduction, points out their limitations and particularly readers' prejudices against them. He concludes that "the development of a different attitude is now more important than the development of new machines" and that "already the typewriter and microphotography have changed the form of the book."

R. H. Wittcoff, speaking on "Developments in Mass Communication," emphasizes that in some instances television has caused a rise in circulation of books. While he points out the achievements of which television is capable, he also puts it in its place, reasoning that responsible citizens who "would see things as a whole" will respect the medium that does this, and "that medium continues to be the book."

Then the speakers on automation take over. Harold Fleisher of International Business Machines presents the fundamentals of the mathematical theory of information and its possible application to words and to books, including the possibility of bringing classification (Dewey Decimal, Library of Congress, or a special new one) under mechanization.

C. D. Gull continues by showing the application of the communication theory to research libraries. He outlines what machines can and cannot do for books and indicates the need for development of machines that would store and retrieve knowledge.

Ralph Shaw points out that mechanization has been applied to various library routines and techniques and the "question is not whether we will mechanize but rather at what level of sophistication of mechanization we will find ourselves ten or twenty years from now." He feels, however, that there appears to be no probability that any of the mechanical devices available or in sight "will replace the book as a means for storing, retrieving, and presenting the type of materials normally stored and serviced by libraries."

Verner Clapp reviews mechanical devices that have been put to bibliographical use and the valuable tools thus made available. He considers that full advantage has not been taken of existing appliances either from lack of imagination or money.

Lowell Martin weighs the responsibility of educators in preparing the student for an automatic world: to point out to him the relations among libraries, books, and other media of communication; to instruct him in operations of machines used in libraries; to see that he is aware of the implications of machines on various groups in societies; to show him the importance of the role of librarian as an interpreter of knowledge.

Reuel N. Denney, a professor of social sciences, in the final article makes the only really radical statements in the collection. He bewails the enormous multiplication of books and castigates the "semisacredness" attached to printed works, especially in hard covers, for "most hard-cover books are junk." However, the printed word beomes superior to Mr. Denney when paperbound for that decreases the "psychological distance between reader and book." He accuses librarians in general and the previous papers in particular of being too concerned with research materials and not aware enough of the need for providing facilities for leisure time of the great masses who, with automation, will have more of it.

Lester Asheim in outlining the purpose at the beginning and summarizing the results at the end states: "The present can tell us only that changes can and do occur; it does not tell us what those changes will be." He emphasizes that it is the *form* of the book, not its *function,* which may be at stake.

This is a stimulating and thought-provoking series of articles, presented in a lucid style with many interesting side lights. Obviously it is aimed at the large, research library and as such is concerned only with book content; but it does seem to assume that scholars are machines, albeit living. If

one may carp, it is that not much account is taken of the human satisfaction one gets from handling a physical book whether (each in its own time) that be a cuneiform tablet, papyrus roll, vellum codex, or *Library Quarterly*.

It is interesting to examine the opinions in this collection with some advanced in an earlier conference of men who were concerned primarily with book-making, published as *Graphic Forms; the Arts in Relation to the Book* (Harvard University Press, 1949). Two of its contributors who were troubled as to the future of the book offered solutions that might help to preserve it. Merle Armitage felt that the format should be brought up to date with text, picture, and design so conceived that the book's meaning would be expressed and thus help the reader. J. Donald Adams also considered the appeal of design important in competition with other media, but he was more concerned with the quality of the book's content. Mr. Adams felt that the survival of the book depends primarily on the author.

We can be grateful that *The Future of the Book* has been made available to a large circle of readers in such a format that it will be on hand for the next generation to applaud or condemn.—*Bertha M. Frick, School of Library Service, Columbia University.*

Catalogus der Niet-Nederlandse Drukken

Catalogus der Niet-Nederlandse Drukken: 1500-1540, aanwezig in de Koninklijke Bibliotheek 's-Gravenhage. Comp. by R. Pennink. The Hague: Koninklijke Bibliotheek, 1955. xviii, 267 p.

Dr. Brummel, director of the Royal Library in The Hague, reminds the reader in his introduction that J. W. Holtrop and M. F. A. G. Campbell had at one time been intimately connected with this important library. Holtrop published in 1856 the catalog of incunabula in the Royal Library. Campbell is well known among specialists as the author of the *Annales de la typographie néerlandaise au XVe siècle* (1874). Dutch imprints of the post-incunabula period have been listed with locations, including those of the Royal Library, in Nijhoff and Kronenberg's *Nederlandsche Bibliographie van 1500 tot 1540* (1923-51). The present volume thus supplements these earlier reference books by rounding out the inventory of holdings of the Royal Library, as well as of its affiliates, the Museum Meermanno-Westreenianum, the Nederduits Hervormde Gemeente te Edam, and the Nederlandse Akademie van Wetenschappen.

The *Catalogus* lists, in alphabetical order, 2,373 imprints produced between 1500 and 1540 outside the Low Countries. It goes beyond a mere short-title list. By including ample and very well selected references, by most careful cross referencing, and through its exhaustive imprints index and the apparently complete list of former owners, the catalog deserves to be considered more than a location tool and will prove of considerable value to historians of early printing.

The collection as such is varied in nature and, while containing some very rare books, is not outstandingly rich in any area or in works of any particular author, perhaps with the one exception of Erasmus. Among places of printing Paris, Lyons, Venice, Strasbourg, Basle and Cologne predominate (as would be the case with practically any collection of books produced during the first half of the sixteenth century). Some of the lesser known imprints found in the catalog are Altenburg, Colmar, Reichenau, Angers, Rennes, St. Nicolaus-du-Port, Ortona, Saluzzo and Toscolano. Only four English imprints are listed, while we were surprised to locate through this catalog ten titles printed in Constantinople.

The form of entry frequently differs, quite naturally, from that used in our library catalogs. However, the descriptions will prove useful to rare book catalogers in this country. The excellence of bibliographical details and the form of publication deserve study and imitation.—*Rudolf Hirsch, University of Pennsylvania Library.*

Catalogs of Incunabula

Fifteenth-Century Books in the Library of Howard Lehman Goodhart; with a De-

scription and Check List by Phyllis Walter Goodhart Gordan. Stamford, Conn.: The Overbrook Press, 1955. 160 p., 11.

Incunabula in the Yale University Libraries. [Catalog compiled] by Thomas E. Marston with the collaboration of Leon Nemoy. New Haven, Conn.: Yale University Library, 1955. 82 p.

The reasons for presenting separate catalogs of fifteenth-century printed books found in specific private or public collections are many; but foremost among them are undoubtedly pride of ownership, the desire to make such collections better known and available to scholars, to add locations and corrections to Stillwell's *Incunabula in American Libraries,* and finally to list items not included in this census. Surely these reasons are legitimate and praiseworthy; we have no quarrel with anyone's willingness to add to the already considerable number of American incunabula catalogs.

The two publications reviewed here present interesting contrasts, as well as common traits. Mrs. Phyllis Goodhart Gordan, and Bryn Mawr College which received the major share of the Howard Lehman Goodhart "Medieval Library," as well as Yale University have every reason to be proud of their respective possessions.

It would be almost impossible to make a comprehensive and fair comparison of the contents of these collections; we shall confine ourself to a few more or less obvious points: without an actual count it would seem that the Goodhart catalog describes something over 1,000 titles, while the Yale catalog lists about 2,000. A short but well-written exposé explains the scope and contents of the former, while Messrs. Marston and Nemoy preface their compilation with a brief and somewhat dry explanation, designed simply to facilitate the use of the Yale incunabula catalog.

The Goodhart library was brought together by one enthusiastic collector to illustrate "the development of thought and education throughout the Middle Ages." Mr. Goodhart succeeded, even though literature and the sciences are not too well represented, perhaps because he considered these two areas of lesser importance in the development of medieval intellectual life than theology, law and the multitude of texts used in schools and universities of the period. The Goodhart library contains some, but not too many, exhibition pieces. The Yale collection of fifteenth-century printed books has come from many sources and is now located in the main university library, the Medical Library, the Law Library and a few others. It is strong in science, contains a noticeable proportion of literary works, and its number of "rarissima" is considerably larger than at Bryn Mawr or in the private collection of the Goodhart-Gordans. Both collections are rich in the more ephemeral writings of contemporary authors, the political speeches, sermons, and textbooks which are often unjustly neglected because of their insignificant appearance, and the large output of printers like Plannck, Silver and Besicken in Rome, or Landsberg in Leipzig, who specialized in this type of production. The Goodhart collection contains few out-of-the-way imprints; Yale, which also emphasizes contents, can boast of quite a few "rara typographica." The Goodhart catalog adds approximately 50 items which have not hitherto been recorded by Stillwell, Yale about twice that many. Added locations are supplied in both catalogs.

The most striking difference between the two publications is their presentations and make-up. The Goodhart catalog is beautifully produced by the Overbrook Press; the listing is alphabetical by author, but in two parts, one devoted to the Goodhart collection at Bryn Mawr and the other to the part retained by Mrs. and Mr. Gordan. The descriptions are in short-title form accompanied by minimal bibliographical references, always Stillwell, and Hain *or* Copinger *or* Reichling. The absence of references to the *Gesamtkatalog* for the early parts of the alphabet, even for items not listed by Stillwell, is surprising and hard to understand. The catalog does not contain references to illustrations, nor descriptive notes.

The Yale catalog is lithoprinted and produced economically. All items previously listed in Stillwell appear as a monotonous sequence of letters and numbers (e.g. A210, A215, A218, etc.) usable only in conjunction with Stillwell. Corrections to Stillwell follow

on page 47. The important part of the Yale catalog is the "Additions to Stillwell." In this part, the descriptions are more satisfactory and fuller than in the Goodhart catalog; they include size, a good selection of bibliographical references and occasionally important notes on the contents, incipits, explicits, and in some few cases on collation and type. For this part the editors compiled a GW, Hain and Proctor concordance. Neither catalog contains the "luxury" of a name-index of editors, translators, and compilers (not appearing as entries), or indices of places of printing or names of printers.

Both these catalogs, different as they are, are adequate for the specialist in incunabula. The introduction and pleasant presentation of the Goodhart volume will attract others, but they in turn will be severely handicapped by the paucity of information; neither catalog takes the trouble of even giving full citations of their bibliographical references. The Yale catalog was obviously planned as a tool; this task it performs well, but without charm or imagination. Both catalogs will be useful in spite of their limitations.—*Rudolf Hirsch, University of Pennsylvania Library.*

Commentary on Prussian Instructions

Kommentar zu den Instruktionen für die alphabetischen Kataloge der Preussischen Bibliotheken. By Hermann Fuchs. Wiesbaden: Otto Harrassowitz, 1955. 302 p.

This commentary on the Prussian Instructions is of special interest not only because of the prominence of the author, an acknowledged authority in the field who for many years directed the German Union Catalog, but also because of its appearance at a time when a revision of the instructions is already in progress. Like its predecessors, Luise Bernhardi's "Manual" and Dale Sass' "Explanations," which appeared respectively in 1923 and 1927, this "Commentary" is designed to help the German cataloger in his difficulties with the Prussian Instructions, which were adopted contemporaneously with the Anglo-American rules in 1908 but have since remained immune to change.

The need of these interpretive aids has sometimes been cited as evidence of the continued obsolescence of the Prussian Instructions and of a need of their thorough revision. This need is now generally recognized, and a partial draft of a new code has been prepared and vigorously discussed by German librarians at their conference in Bremen in 1954. In view of this situation, the timeliness of Dr. Fuchs' commentary may appear questionable. The author takes cognizance of the fact, but expresses the belief that the Prussian Instructions will continue to govern German cataloging for some time to come and that, in any event, the prospective revisions are likely to change fundamentally only the rules for anonymous works and works of corporate authors, which occupy the lesser part of his book. Actually, the publication of the commentary at this time may be regarded as quite apropos. For, in debating the pros and cons of the proposed revision at the Bremen conference, Dr. Fuchs recognized the compelling reasons for a revision, but felt that the enormous difficulties entailed in reconstruction of the catalogs based on the Prussian Instructions warranted another effort to try to make the instructions work (*cf.* "Für und wider die Preussischen Instruktionen," *Zeitschrift für Bibliothekswesen und Bibliographie,* v.1, p. 173-85). The commentary may thus be regarded, even if not so intended, as an illustration of the result of such an effort and as a demonstration of a possible alternative to revision. Furthermore, the work is really more than a commentary on the Prussian Instructions; it is an elaborate and reasoned exposition of an important cataloging system by one of its most competent exponents, and as such the commentary will be valuable not only to those who practice the system, but also to those who would revise and improve it as well as to all others engaged in a re-evaluation of their own cataloging systems.

Although seemingly self-sufficient, the commentary does not dispense with the Prussian Instructions. To use it, the cataloger is required to have a thorough knowledge of the instructions. He can then turn to the commentary to find how the instructions are to be interpreted and applied, how

to deal with cases not provided for in the instructions, and, occasionally, even how and when he might deviate from them.

Thus, for example, he will learn from the instructions that additions in the transcription of a title are to be enclosed in curves when supplied from the book itself or in brackets when supplied from other sources, and that in transcribing the author statement the author's name is to be completed. Turning to the commentary he will find that the author's name may consequently have to be transcribed in a form such as *von A(lb[ert]) Bitzius,* and also the suggestion that this sort of pedantry might advantageously be dispensed with, as it is in the examples given in the commentary itself. The course recommended by Dr. Fuchs is, in this case, similar to that adopted in our own revision of the descriptive cataloging rules—to repeat the author's name after the title only when it differs in form, not in completeness, from that used in the heading. On the other hand, in pagination he indicates such a form as *VIIS., S.9-105*—a form not specifically prescribed in the instructions and one discarded in our own revision of the descriptive cataloging rules as another pedantry.

The question of when and how references (used to serve also the function of added entries) should be made, which in the Prussian Instructions occupies two rules covering a little more than two pages, assumes in the commentary the character and proportion of a major aspect of the cataloging code, extending over sixty-five pages; and some of the examples cited would puzzle an American cataloger, such as the entry of an authorless list of an artist's works entitled "Daniel Wohlgemuth. Gemälde, Graphic . . ." under *Wohlgemuth Daniel* construed as the title heading with a reference from *Wohlgemuth, Daniel* as the name of the artist. What is surprising as well as interesting, however, is to find the grafting by Dr. Fuchs of a principle of corporate entry into a cataloging system which denies the concept of such an entry. In dealing with the problem of appositions, Dr. Fuchs introduces the distinction between "individual names" and "generic names" of institutions, etc., and prescribes the entry of the latter under the name of the place. Thus *Akademischer Verlag München* is entered in the commentary under *München* while in the Prussian Instructions it is entered under *Verlag.*

The commentary occupies several times the space occupied by the Prussian Instructions, but four-fifths of the text are devoted to the design of the main entry and to the various types of references required under the system. Only one-fifth of the book is devoted to the structure of the headings for works without personal authors and to the arrangement of the entries in the catalog, the two problems which occupy three-quarters of the text of the instructions and which present the most serious difficulties. The perplexed cataloger turning to the commentary for light on these problems will find there a confirmation that they are indeed difficult, that these matters require from the cataloger a capacity for independent decision, that the realities of the situation are too varied to be encompassed in hard and fast rules, and that some of the criteria which he is required to follow are hard to define sufficiently—such as the order in the heading of an attribute and noun when they combine to express an "individual concept."

It is still difficult to digest the rules for "Komposita" and to comprehend why *United States* should so appear in the heading but *Vereinigte Staaten* or *United Nations* should be inverted, why *Interim Report* should so be entered but *Joint Report* should be entered as *Report Joint,* why the *American Labor Yearbook* should so be cited in the heading but the *American Engineer Weekly* should be transformed into *Engineer-Weekly American.* If there is any difference of concept or grammatical structure, it would seem to be very elusive.

The basic criticism of the Prussian Instructions, which gave rise to the demand for their revision, is that they were designed by grammarians for grammarians and that, whatever their merit may once have been, the principle of grammatical structure which underlies their method of catalog entry is not suited to present-day catalogers, present-day readers, and even present-day books. Dr. Fuchs' commentary does not alter this fundamental fact, but it is doubtful that the German libraries can remain forever wedded and faithful to an extravagant principle

which is bound to aggravate continuously their catalogers and readers and to hinder them in their operations and services. But if Dr. Fuchs' commentary is not to stop the course of the revision in progress, it will contribute to a sound revision. For aside from interpreting the instructions, Dr. Fuchs discusses throughout the commentary many cataloging issues which every code must consider and resolve, and these discussions will benefit all who are interested in the problem of cataloging generally and particularly all who are engaged in the preparation or revision of cataloging codes.

In his chapter on cataloging in Milkau's *Handbuch der Bibliothekswissenschaft* (1933) Rudolf Kaiser deprecates the thought that a catalog once well made can forever be continued, and says that "here, too, the saying is valid: every time has its catalogs." This is a time of widespread reexamination of cataloging thoughts and methods, and in Germany as in other countries the time for a new catalog seems to have arrived.—*Seymour Lubetzky, Library of Congress.*

Machine Literature Searching

Machine Literature Searching. By James W. Perry, Allen Kent, and Madeline M. Berry. New York: Interscience Publishers, 1956. 162p. $3.75.

This volume reprints ten essays that originally appeared in *American Documentation* during the last two years and adds five new chapters.

The first chapter deals with the general background material and outlines machines searching requirements; the second covers the intellectual problems involved in preparing material for machine searching and the types of indexing; the third, the conversion of indexes to make them more suitable for machines handling; the fourth, the methods used by the authors in collecting terms; the fifth, the method developed by the authors for attempting to systematize terminology for code development so that the specific terms will all be joined with generic broader terms; the sixth, the method for constructing a code to increase the effectiveness of machine searching; the seventh, the need for determining uses to be made of the information so that the level of headings can be made suitable; the eighth, definition of the operational criteria for determining whether a retrieval system is efficient and evaluation of the retrieval system; the ninth, the operational characteristics of searching machines including such characteristics as ability to identify one or more patterns, interpretation of certain patterns denoting the beginning and end of an organized sequence, ability to handle generic relationships as well as specifics, detection of logical relationships between criteria, etc.; the tenth and final essay in the reprinted group is a discussion of the factors underlying development of machine language.

Chapters 11-15 (pages 72-134) are the new materials in the book. Chapter 11 discusses the purpose of machine language, analytical and synthetical relations, machine language and machine capabilities, relationship of machine language to codes, methods of showing relationships by codes, etc. Chapter 12 covers the problem of coding of diagrams, of geographic areas, and of chemical structural formulas. Chapter 13 handles the encoding of abstracts by reducing redundancy of words so that they may be searched directly by machines. Chapter 14 deals with searching strategy and association-trails.

The final chapter, entitled "A Look Into the Future," is quite general and concludes that there are "a number of theoretical and practical problems [that] will require careful investigation. Even when utmost care is devoted to perfecting information processing methods, major investments of effort and money will be required to process research and professional publications so that they may be used most effectively. Such investment is apparently justified particularly in the field of science and technology."

The basic assumption that underlies this series of studies is that we have machines capable of doing literature searches. The authors state: "Modern automatic equipment is able to scan and recognize index entries . . . Scanning can be directed to one or simultaneously, several entries. Speeds of operation are such as to permit scanning and correlating of generic and specific aspects of indexes in reasonable time" (page 1). As a matter of fact there are no machines in production that will do even a fraction of what

is claimed here. The machine on which most of the authors' work was based was an experimental model of the IBM machine developed by Mr. Luhn, on which development work was discontinued more than a year ago. The only others that might be considered as remotely approaching these claims are Eastman's Minicard, of which the first experimental model has not yet been completed, and the Rapid Selector, of which only a prototype has been built.

Similarly, a second common thesis in papers such as these is that conventional classification has become less and less effective in coping with the problem of a mounting mass of materials, because, the authors say, "Conventional classification is characterized by the following feature. Criteria are combined in a rigid array as a basis for defining the subdivisions. Thus, for example, dyestuffs may be classified as to features of their chemical constitution." However this is not avoided in the authors' classification scheme. It is different from others, and the notation scheme is different from that of other classification schemes. But we have a broad concept followed by a more specific concept and then by the next more specific concept in fixed array in their classification just as in what they term conventional classification schemes.

Having based the argument largely upon the need for multi-dimensional searches which can not be made by a rigid classifications scheme, the authors go on to say: "Another question that must also be decided relates to the degree of detail to be accorded consideration during indexing . . . In a strictly logical sense all these details must be included in our indexing if it is to be complete. Practical considerations based on experience and common sense, however, must guide us in determining what degree of indexing is to be carried through . . . It is obviously useless to index something to which a search will never be directed . . . There are a number of consequences that flow immediately from the fact that the purpose to be served by the index is a determining factor in deciding how the indexing step is to be accomplished . . ." (page 8). Thus, starting with the basic argument that we need to have much more intimate indexing for multi-dimensional searching, we wind up with the argument that we must still use judgment in determining the level of indexing. It would appear, therefore, that the authors do not subscribe to the theory that indexing can be made detailed enough so that multi-dimensional searches, in all combinations, can be done automatically by machine.

Despite the fact that this whole series of studies is based on the theory that the mounting mass of recorded information is responsible for the lengthening time required for searching larger and larger indexes, etc., no evidence is given as to what is considered large, or large enough to justify machines.

Another intellectual base for these studies, which is common in studies of this type, confuses library book classification with classification of knowledge and points to the obvious inadequacies of a system designed to put a physical object in place in the files as the reason for doing something different and radical. This passes over all the work that has been done, particularly in Europe, on classified indexes using conventional classification schemes.

It may very well be that the code or notation system developed by the authors is a better notation system for either machine or manual searching than are many other notation schemes. This has not been established in practice and, in fact, there are no examples of successful experience with this scheme in large-scale operation.

The combination of semantic factors and analytic relations, plus arbitrary assigned differentiating numerals, described in detail on pages 81 to 90 is fascinating. But it is difficult for this reviewer to see how much space is saved by using MUSRMACHTWMP 03 for the word *thermometer*. It requires 40 spaces to write Springfield, Illinois, and 44 to write Chicago, so this notation would overflow from a punched card with only Springfield and Chicago needed on one card. The usefulness of a notation this long on a medium capable of storing a total of 80 characters only is open to question.

This is a field in which this reviewer normally is made to feel exceedingly stupid by practically everything he reads, and that it is just as true of this book as of other materials he has seen. As in most cases in this general subject area there appear to this reviewer to be many things that are given as obvious conclusions which are not particu-

larly obvious. Assumptions as to the state of development of machines for information handling which are contrary to fact form the basis of this study (and many similar studies), and the conclusions frequently appear, in this as well as in other treatments of this subject, to represent unfamiliar and confused terminology rather than a revolution in information handling.

Nevertheless the authors represent one of the major schools of thought in this part of the field of documentation and it is, therefore, probably a good thing to have the quintessence of their studies over the last ten years brought together in one volume.—*Ralph R. Shaw, Rutgers University.*

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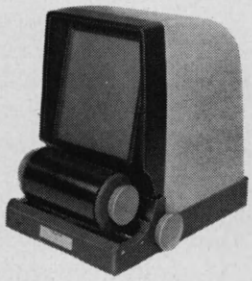

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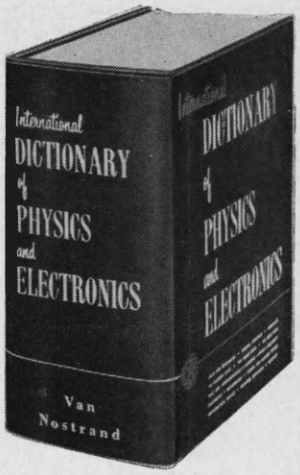

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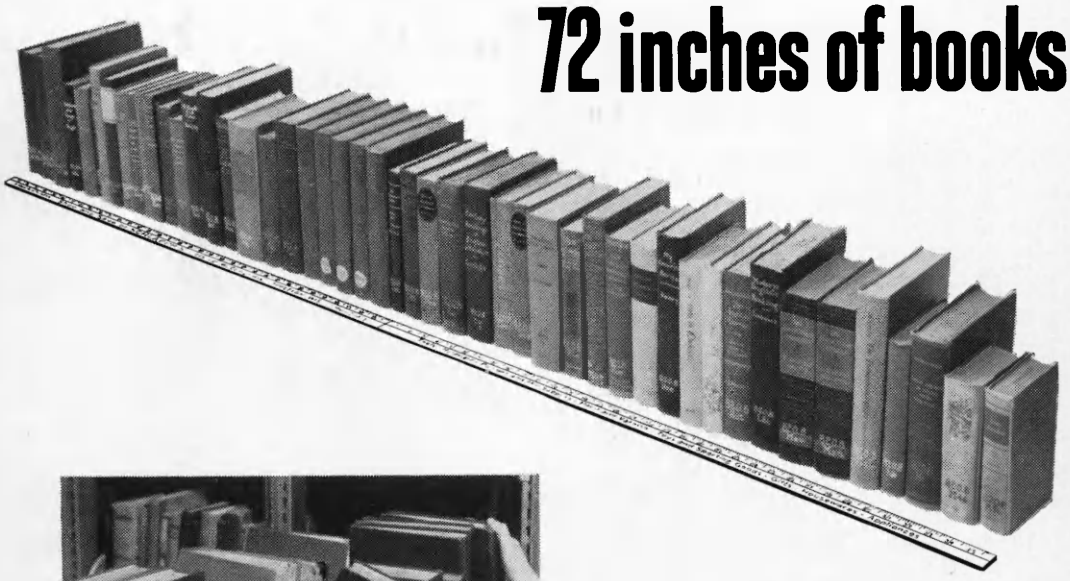

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